CHAPTER I

INTRODUCTION

In this chapter, it is discussed the context of the study, formulation of the research questions, the purpose of the study, significant of the study, the scope and limitation, and definition of key terms. Each of that sub-chapter will be explained briefly below.

A. Context of the Study

English literature, one of the collaboration products between humans and language, is one that gives an insight into how the development of humans and language might affect humans' life and values. Though English literature is the name of specific literature, however, the term literature is the same among the countries and can be developed and distinguished under the trends, ideologies, motivations, moralities, and cultures (Wolfreys, 2010; Dobie, 2011). Directly or not, it can be assumed that literature can be a medium for conveying and engaging people's thoughts and talks. Those may give other people new insight and inspiration which can be done by doing interpretation. So, after the interpretation, the development of the way of thinking, feeling, and forming some values may appear naturally among humans and civilizations within the development of literature.

The development of literature is continually underdeveloped which is near to the development of humans and language itself. One of the literature components that can be explicitly seen and distinguished from the others is genres (Devitt, 1966; Steen, 1999). Genres in literature are varied and different from each culture and

country. One of the literature that represents those explanations is English or British literature that has given an insight into humans' life, knowledge, and values. Consistent with Wolfreys (2010), British literature reflects the records of humans' spirits, thoughts, emotions, and the history of the human soul which cannot be separated from the development of human civilization.

One of the eras that the peak of British literature is the Victorian age and Edwardian age, which lies in the mid and the end of the nineteenth century (Long, 2019; Moran, 2006). Even though in those ages British literature has come to its lean years, however, many writers and poets were still involved in the development of English and its democracy. Besides that, the development of education, religious tolerance, complex social conflict, the age of comparative peace, and the golden age of industrial inventions may impact the variety of genres in British literature (Long, 2009). One of the genres, that are the result of the development of education, complex social conflict, and industrial inventions, is detective fiction.

Detective fiction is a genre that is derived from several subgenres called mysteries, crimes, and adventures (Rzepka, 2005; Roth, 1995; James, 2009). In detective fiction, mostly, exists a clever detective, a mystery, and investigations. Besides that, it offers a story that allows the readers to solve the mysteries by engaging the reader's reasoning ability. The special specification that makes detective fiction offer a good reading experience is its ability to let the readers into a fair play game between the reader and the fictional detective in chasing the criminal.

Therefore, classic detective fiction may relate to the rise of literature, education, morals, socials, values, and innovations (Roth, 1995; Long, 2019). The results of that development in detective fiction are the modern policing methods and the use of forensic techniques. The modern policing methods consist of induction and deduction methods that make detective fiction have more of a real detective in the story. Meanwhile, as the rise of forensic techniques, it allows the detective, his partner, and/or his strong institutional law and order supporters to analyze the victim and the crime scene, for instance, the detective was matching the bloodstain in the crime scene with the bloodstain on the suspect's shirt. Then, one detective fiction that consists of all of those elements is *Sherlock Holmes Short Stories* by *Sir Arthur Conan Doyle*.

Sherlock Holmes Short Stories by *Sir Arthur Conan Doyle* is included in a collection of short stories, though Sir Arthur Conan Doyle had written Sherlock Holmes in some novels as well (Redmond, 2009). A short story may be said as a short narrative that is written and published as a narrative sequence of events or episodes in some magazines (Liggins, et al., 2017; Reid, 2017). The short story was introduced in the nineteenth century and has different cultures, especially between American short stories and British short stories. However, as the content, both of them have the same length which tends to be much shorter and briefer than a novel. Therefore, a short story can be nominated as a complex and multiform artwork called modern fiction which is called commercial fiction but represents the social, economic, and cultural changes at that time. All of those explanations can be proven by the collection of *Sherlock Holmes Short Stories* that was first published in *the*

Strand and became commercial reading in the nineteenth century, especially in detective fiction (Redmond, 2009).

Sherlock Holmes Short Stories are arranged and included in the "Canonical" order that is based on the first publication in *the Strand* (Redmond, 2009). So, it can be acknowledged that *Sherlock Holmes Short Stories* may mostly be affected by the author's background which includes sociological and psychological aspects (Melikhov, et al., 2020; Nuraeni & Sagala, 2019; Mario, 2015; Veselská, 2014; Rumain, 2021). In Sir Arthur Conan Doyle's background, he was born to a father who was a successful artist and a mother who was a bibliophile and a storyteller master. Besides that, his ability in writing medical and forensic techniques was taken when he was sent to carry out his medical studies. That is why, *Sherlock Holmes* becomes the best detective fiction ever due to its stories that relate to the author's real-life experiences (Redmond, 2009; Mario, 2015; Veselská, 2014; Rumain, 2021; Johnson & Olson, 2021).

Therefore, as it is stated that *Sherlock Holmes Short Stories* may relate to the author's background and real-life experience and included in an invention of modern fiction and its relationship to social, economic, and cultural changes, it may be acknowledged that values may exist in *Sherlock Holmes Short Stories*. Values themselves mean standards or characteristics in defining a thing as good or bad, pleasant or unpleasant, appropriate or inappropriate, and so on (Rokeach, 2008) that are forming, living, and changing within the human civilization from time to time. Though values may be rigid, however, it cannot be denied that they may change

due to the situations, time, and context. One of the values which is the result of the situations and context changing is character values.

Character values are derived from character education which was developed due to the unbalanced portion between moral and competence development in the educational sector and/or schools (Lictona, 1991; Rokeach, 2008). Moreover, some cases that are happened recently, such as globalization, suicide and bullying, and the development of information and technology, may make the emergence of character education needed (Dalmeri, 2014; Prasetya, 2020; Davidson, et al., 2008; Harahap, 2019, Nuh, 2010). So, from the cases that are implied above, character education is needed in developing good habits and attitudes in children to change and create well-mannered citizens in the future. Moreover, beyond that, it is supposed to develop and create citizens that are more respectful and grateful for the meaning of life.

Character education itself is not merely a theory or definition, moreover, it has its values which can be called character education values or character values. Character values are needed to introduce and make the students learn and apply those values in their daily activities. According to Licktona (1991), there are three basic concepts of character values, such as moral knowledge, moral feeling, and moral behavior. Those three basic concepts of character values may develop into some values branches that mention some good characters. According to Licktona (1991), seven essential good characteristics can be derived and might be able to be developed further in the future, such as honesty, compassion, kindness, self-control,

cooperation, and diligence or hard work. However, it should be taken into account that those characters' derivations may be different in each culture and country.

Indonesia is one of the countries that applies character education to its curricula, lesson plans, activities in the school, materials, etc. This statement is derived from the Constitution of Indonesia no. 20/2013 which states the national education system and the objectives of national education of Indonesia. It is stated that the importance of good teaching and learning should consider the development of students' spiritualism, cognitivism, communication, good morals, and activeness. Therefore, it can be acknowledged that the objective of national education in Indonesia is to maintain and develop smart students with good character. So, the importance of character values based on religious values, Pancasila, Indonesian cultures, and the objectives of national education is needed in the educational system in Indonesia.

Unfortunately, maintaining, developing, and reinforcing character education and character values are not as easy as it seems, it is needed the cooperation of a lot of parties (Suhadisiwi, 2018; Fernanda, 2018). The reinforcement of character education and character values are under the umbrella called the Presidential Decree of Indonesia number 87/2017 and the Ministerial Regulation of Indonesia no. 20/2018. In both laws, it is stated the values that are identified as character values of Indonesia and the need for reinforcement of character education that is stated in the main design of character education by Kemendiknas (Nuh, 2010), which is included in the process and priority of Rencana

Pembangunan Jangka Panjang Tahun 2005-2025 (*The Long-term Project Plans the year 2005-2025*).

The need for refinements and reinforcements is, indeed, due to some reasons that are attacking the students and education of Indonesia, which have been stated by Dalmeri (2014); Prasetya (2020); Davidson, et al.; (2008); Harahap (2019); Nuh (2010) before. The emergence of character education and values is needed to strengthen students' spiritual, cognitive, and physical harmony through their hearts, feeling, cognitive, and physic within the cooperation of educators, families, and societies. So that, the students may have good morals, be smart, and know the meaning of life. Meanwhile, due to the character values that are based on the Ministry of Education Indonesia (2010) in *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa* and Local Government of Sintang Regulation no. 26/2018, they have identified 18 character values, which some of them must be applied in the educational system. Those character values are religious, honest, tolerance, discipline, hard-working/ perseverance, creative, selfstanding/ independent, democratic, curious, nationalistic, patriotic, appreciative, friendly/communicative, peace-loving, like to reading/ bibliophile, environment awareness, social-mindful, and responsible. Therefore, the implementation of character values must be arranged and improved by considering the cognitive and psychological aspects of the students.

From the explanations above character values and literature may have a relation, especially in implying those values in some literature. One of the essential

elements in the narrative text, as in short stories, is called characters. Characters are the "actors" and "actresses" that are appeared in a story in a form of a person and/or animal (Rimmon-Kenan, 2003; Tomlinson & Lynch-Brown, 1996, Sawitri, 2012; Burke, 2012). Besides that, characters are linked to the personality traits that give them chance in carrying on the author's message of various values in human life such as morality, education, and many others. Character values, as stated before, are included in values that are derived from character education. So, it can be pictured out that characters in short stories can carry out character values that are wanted to be implied by the author, whether the characters have state personality traits as in minor characters or always develop through their actions or speaks as the major characters in the plots (Schirova, 2006; Rimmon-Kenan, 2003).

However, characters do not spontaneously have personality traits, and in studying them, it is important to know their characterization. Characterization is the way an author helps the reader to know the character whether by using exposition, dialogue, and/or action (Rimmon-Kenan, 2003; Scirova, 2006; Tomlinson & Lynch-Brown, 1996; Burke, 2012). So, to know their personality traits, it is important to know the characterization due to the values, that are wanted to be implied by the author, which is implied and expressed in the form of exposition, characters' dialogues, and/or actions. Based on that explanations, it can be known that character values may relate to characterization, due to character values being inside the characters' dialogues and/or actions in the story, and may develop as it appears in the major characters' traits in a story.

Based on prior explanations, it is acknowledged that character values and literature are interesting topics to be studied. Moreover, some of the researchers (Astuti, et al., 2019; Setyawan, et al., 2021; Wiranti, et al., 2021; Irfadhila & Rahmawati, 2021; Miftahurrisqi, et al., 2021) have conducted studies focusing on character education values. Based on the previous studies, it is acknowledged that its similarities lie in the type of study that is descriptive qualitative with content analysis as the design of the research (Astuti, et al., 2019; Setyawan, et al., 2021; Wiranti, et al., 2021; Irfadhila & Rahmawati, 2021; Miftahurrisqi, et al., 2021). In addition, as the object of the study, it is acknowledged that they are used literature though in different forms like movies, novels, or short stories. Then, as the differences, they lie in the design and approach of the study, the specific literature that is used, and the objectives of the study. Even though it is stated that this study uses content analysis as the design of the research, however, in specific, it uses content analysis by Cohen, Manion, and Morrison (2007). Then, as the approach of the study, the objective approach is used because it is focused on the object's content. The object of this study is 5 short stories from *Sherlock Holmes Short Stories #1* and *#2* by *Sir Arthur Conan Doyle* that is published by Gramedia Pustaka Utama in 2021 which is a collection of British detective fiction short stories. Lastly, as the objectives of the study, this study is not only finding the character values in *Sherlock Holmes Short Stories* but analyzing how the character values are presented and analyzing how character values affect the characters' characterization in *Sherlock Holmes Short Stories* based on their canonical order.

Those similarities and distinctions above can be seen from the two samples of previous studies which are by Miftahurrisqi, et al. (2021) and Irfadhila & Rahmawati (2021) which almost have the same object, a collection of stories. Irfadhila & Rahmawati (2021) analyzed the values of character education in a series of North Sumatra Folk Storybooks by Z. Pangaduan Lubis, the results showed they are 24 character values that can be found in North Sumatera Folk Storybook and three genres including legends, fairy tales, and myths. Meanwhile, Mitahurrisqi, et al. (2021) investigated character education values in a collection of Short Stories Kompas 2018 Doa yang Terapung that the result shows religious, nationalist, and independent character values are found in that short stories collection.

From the two previous studies, it can be acknowledged that Irfadhila & Rahmawati (2021), after they found the genres of folklore, they did not analyze further the distinctions and similarities of character values among the short stories. Consistent with Mitahurrisqi, et al. (2021), the short stories that were used were perhaps a collection of short stories with different authors. So, in this study, the researcher uses 5 short stories from *Sherlock Holmes Short Story* by *Sir Arthur Conan Doyle*, which is published by Gramedia Pustaka Utama (2021). *Sherlock Holmes Short Stories #1* and *#2* are a collection of selected short stories by the same author, *Sir Arthur Conan Doyle* that are arranged based on their canonical order.

Besides that, there are some reasons for choosing *Sherlock Holmes Short Stories* as the object of this study. First, the Sherlock Holmes novels and short stories are a popular collection that has lots of adaptations and awards (Redmond, 2009; Veselská, 2014; Nuraeni & Sagala, 2019; Yasmin, 2017). It can be seen in

some popular adaptations, for example, the recent BBC drama TV series entitled *Sherlock* in 2010, or the guaranteed award in 2002 in which the Royal Society of Chemistry gave an honorary fellowship to Holmes for his use of forensic science and analytical chemistry in popular literature. However, beyond that, the popularity of Sherlock Holmes may be affected by several factors, such as socioeconomic, logic, and plot (Hemnani, 2017). This is consistent with the epilog in *The Adventures of Sherlock Holmes: The Boscombe Valley Mystery* that tells us crimes should not be solved by the laws only. However, it should be taken into account that there would be something within the case or the suspect's motives that motivates them in doing their crime, especially when it happens to people who do not do any crimes before. It is known that, in the epilogue of *The Boscombe Valley Mystery*, Sherlock Holmes let John Turner alive due to his tolerable motives and the circumstances with Charles McCarthy despite the crime that he had done. John Turner explained that he had killed McCarthy because McCarthy had threatened him badly. Then, he stated that McCarthy's conduct toward him in the past was equal to McCarthy's death. Moreover, due to their daughter and son's happiness, Sherlock Holmes and Dr. Watson never told Alice Turner or James McCarthy about their fathers' dark stories, so, both of them had happy endings together. From that, it can be known that Holmes and Dr. Watson were highly democratic and responsible for the suspect, the client, and the case, because they consider everything especially, the right and justice, and keep their promise about the secret of their client for the best.

Secondly, *Sherlock Holmes* is a good series that is written based on real-life characters in Sir Arthur Conan Doyle's life. Several studies (Redmond, 2009; Mario, 2015) and Sir Arthur Conan Doyle's Biography (Estate, 2000-2022) stated that the characters in his novels, especially, Sherlock Holmes, are based on real-life people. It is acknowledged that Dr. John Watson is Sir Arthur Conan Doyle himself; Sherlock Holmes is inspired by his teacher namely Dr. Joseph Bell who is a doctor and master in observation, logic, and deduction; and Prof. Dr. Moriarty is inspired by his mathematics teacher, etc. That is why when we read *Sherlock Holmes*, the cases are unexpectedly almost as same as the real-life events in which we can picture how the crimes were done and should be solved.

Lastly, due to Sherlock Holmes's popularity, some researchers are interested in investigating the content of Sherlock Holmes and the author, *Sir Artur Conan Doyle*. Most of them investigated the author's background and sociological and/or psychological aspects of Sherlock Holmes. Therefore, the findings are likely beyond the readers' expectations, especially the psychological ones (Veselská, 2014; Bačík, 2013; Mario, 2015; Didierjean & Gobet, 2008; Didierjean & Gobet, 2008; Centor & Heudebert, 2021; Rumain, 2021; Yasmin, 2017; Melikhov, et al., 2020; Moore & Colburn, 1983; Nuraeni & Sagala, 2019; Genot, 2020; Suratno, 2020; Al-Shennag, 2021). From the psychologists' diagnoses, it is acknowledged that Sherlock Holmes may psychologically and mentally ill which leads to autism, psychopath, or narcissism. However, it should be taken into account that Sherlock Holmes is always described and depicted by Dr. Watson from his neurotypical perspective. Therefore, Dr. Watson may see Sherlock's personality and

psychological condition as normal (Johnson & Olson, 2021). Besides that, due to the same ideology of right and justice, he accepts all of Holmes's characteristics and personal traits as something that makes Holmes his extraordinary best friend. So, from all of the studies above, it can be pictured that finding character values in *Sherlock Holmes Short Stories* may still be rare due to Sherlock Holmes's personality and Dr. Watson's perspectives toward him and his cases. Besides that, the character values in *Sherlock Holmes Short Stories* may be affected by the characterization of characters in the story due to those values are inside the statement of the character in the dialog or the monolog, author descriptions of the characters, and the character's opinion on a certain character in *Sherlock Holmes Short Stories*.

In short, based on the considerations and explanations above, the researcher wants to conduct a content analysis on *Sherlock Holmes Short Stories* by *Sir Arthur Conan Doyle* that is focused on finding character values, analyzing how they are presented, and analyzing how character values affect characters' characterization in it that are based on their canonical order. Thus, this study is entitled "***Character Values in Sherlock Holmes Short Stories by Sir Arthur Conan Doyle: A Content Analysis***".

B. Formulation of Research Questions

From the context of the study, the formulation of research questions is included:

1. What are character values found in *Sherlock Holmes Short Stories*?

2. How are character values presented in *Sherlock Holmes Short Stories*?

3. How do character values affect characters' characterization in *Sherlock Holmes Short Stories* that are based on their canonical order?

C. Purposes of the Study

From the formulation of the research questions, the purposes of the study are included:

1. To know character values in *Sherlock Holmes Short Stories*.

2. To know how character values are presented in *Sherlock Holmes Short Stories*.

3. To know how character values affect characters' characterization in *Sherlock Holmes Short Stories* that are based on their canonical order.

D. Significant of the Study

After conducting this study, the findings and analyses are expected to give a contribution to the teachers, the students, the novel readers, the researcher, and other researchers.

1. The Teachers

It is expected that the teachers, who read this study, will know and increase their knowledge of character values in *Sherlock Holmes Short Stories* by *Sir Arthur Conan Doyle*. It is also expected as well that they can use the part of the sentences or paragraphs which can be represented by the statement of the character in the dialog or the monolog, author descriptions of the characters, and the character's opinion on a certain character in *Sherlock Holmes Short Stories* that contain character values as their contents or examples in their teaching materials. Therefore, the knowledge of

character values in novels and/or short stories may increase students'
character values knowledge while at the same time can provide them with
some authentic materials that are taken from native short stories. Moreover,
the use of native short stories in English materials may expect the
development reading interest in the students, not only in English literature
but also in other literature.

2. The Readers

After reading this study, it is expected that the readers would get
some knowledge, especially problem solving; character values; and
literature, especially detective fiction. Besides that, it may develop the
reading interest in English classics literature in the form of novels and/or
short stories. The form of short stories that are collected in *Sherlock Holmes
Short Stories* provides lots of themes and simple cases, but are critical and
present unexpected solving that may develop readers' curiosities, increase
readers' character knowledge, and increase readers' critical thinking by
using the study of deduction which are presented in Sherlock and Dr.
Watson's analysis.

3. The Researcher

After investigating and reading the results, it is expected that the
researcher will have some new information and knowledge beyond *Sherlock
Holmes Short Stories*. At first, reading *Sherlock Holmes Short Stories* may
include entertainment and a hobby for the researcher, however, after
conducting this study, the researcher is expected to be more aware of what

is beyond a strange case that is solved by Sherlock Holmes and Dr. John Watson by using the study of deduction, the condition of the lean years of Victorian and the beginning of Edwardian, the values that are conveyed in every case, and the way of the writer in conveying their emotions, cultures, and values which some of the people said that the author, Sir Arthur Conan Doyle himself is represented as Dr. Watson in *Sherlock Holmes Short Stories*. Therefore, at the same time, it can improve the researcher's interest in reading other English classic works of literature that are very interesting, entertaining, present the real human and civilization condition, tell the readers some unexpected problem-solving and conclusions, and allow the readers to feel with the emotions and the plots as if they are on the same boat with the characters.

4. Other Researchers

After knowing this research's results, it is expected that the other researchers can use this research as a reference if they want to conduct a similar study related to finding and interpreting character values or other values in other novels or media, or investigate in-depth the structure of the sentence and text that contain character values in *Sherlock Holmes Short Stories*. Besides that, when they want to make integrated English materials with character values, they can use some sentences or paragraphs from *Sherlock Holmes Short Stories*.

E. The Scope and Limitation

To keep on track and avoid some misunderstandings from the purpose of the study. The researcher scopes and limits some topics that are related to this topic. The scope of this research is literature in the form of short stories. In short stories, there are so many genres that can be analyzed by using their elements, such as themes, plots, characterizations, points of view, or moral messages. However, in this study, the researcher focuses on 5 short stories from *Sherlock Holmes Short Stories #1* and *#2* by *Sir Arthur Conan Doyle* which is published by Gramedia Pustaka Utama in 2021. Those five short stories are entitled *The Adventures of Sherlock Holmes: The Boscombe Valley Mystery*, *The Adventures of Sherlock Holmes: The Copper Beeches*, *The Adventures of Sherlock Holmes: A Scandal in Bohemia*, *The Adventures of Sherlock Holmes: A Case of Identity*, and *The Adventures of Sherlock Holmes: The Man with the Twisted Lip*. Thus, the limitation of this research is analyzing the words clues, sentences, and/or paragraphs that contain character values which present in the statement of the character in the dialog or the monolog, author descriptions of the characters, and the character's opinion on a certain character in *Sherlock Holmes Short Stories* by *Sir Arthur Conan Doyle*.

F. Definition of Key Terms

1. Literature

Literature is human verbal art and products which are derived from feelings and thoughts that can be used as an art medium in transferring someone's ideas and feelings.

2. Short Stories

     Short stories are stories that are in the form of short narratives that are written and published in several episodes in a magazine that has complex and multiform artworks but are briefer rather than novels.

3. Sherlock Holmes Short Stories

     Sherlock Holmes Short Stories are well-known detective fiction series that are compiled called "the Canon" and were written by *Sir Arthur Conan Doyle* from 1887 to 1927. *Sherlock Holmes Short Stories* are detective fiction with mid-Victorian and Edwardian ages setting and introduce the readers to the study of deduction.

4. Character

     Character is one of the essential parts of a story that is always called 'the actor' or 'the actress' in the form of a person and/or animal. The roles of a character in a story might differ character into a major character or minor character.

5. Characterization

     Manners or ways of an author to help the reader to know the characters in the story or plot whether by using exposition, dialogue, or/and action.

6. Character values

     Character values are derived from religious characters in the religions, Pancasila, cultures in Indonesia, and the objectives of national education (Kemendiknas, 2010; Nuh, 2010). The character in character values is assumed as emotional intelligence (EQ) and spiritual intelligence (SQ) in a man, which

is associated with a host of values. There are 18 character-education values, including religious, honest, tolerance, discipline, hard-working/ perseverance, creative, selfstanding/ independent, democratic, curious, nationalistic, patriotic, appreciative, friendly/communicative, peace-loving, like to reading/ bibliophile, environment awareness, social-mindful, and responsible.