

THESIS

**THE VALUES OF CHARACTER EDUCATION IN PULLMAN'S
*THE GOLDEN COMPASS***

Written and Submitted by

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**ENGLISH LANGUAGE STUDIES
POST GRADUATE PROGRAM
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Thesis

As a partial fulfillment of the requirements of Magister Degree

**English Language Studies
Faculty of Cultural Sciences**

Written and Proposed by

USWATUN HASANAH

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THE VALUES OF CHARACTER EDUCATION IN PULLMAN'S
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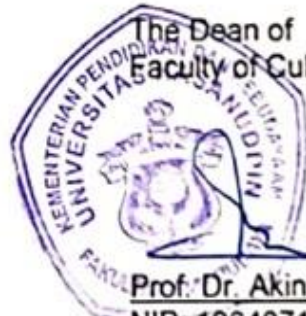
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The Values of Character Education in Pullman's *The Golden Compass*
was the result of my own work.

If it is proven that some part of this thesis is the work of others, I am willing
to accept any sanctions for my dishonesty.

Makassar, 18 January 2021

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Uswatun Hasanah

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ABSTRACT

USWATUN HASANAH. *The Values of Character Education in Pullman's The Golden Compass* (Supervised by Burhanuddin Arafah and Herawaty).

The research aims at elaborating the values of character education indicated by the characters in the novel *The Golden Compass* and how the author expresses the positive impact of the values of character education in the novel.

The research used the expressive method by Abrams by focusing on how the author expressed his idea in his work. In analyzing, data, the concept of the educational values were used by Eyre and Eyre to determine the research scope. The primary data were obtained from the novel *The Golden Compass*, while the secondary data were obtained from books, journals, internet articles, and the resources related to the research.

Based on the analysis result, various values of character education are found which are indicated by the main character and other characters. The main character in the novel has to face many challenges in her adventure. In the end, she makes the right decision and solve all problems encountered.

Keywords: Character, education values, The Golden Compass.

ABSTRAK

USWATUN HASANAH. *Nilai-Nilai Pendidikan Karakter dalam Pullman's The Golden Compass* (dibimbing oleh Burhanuddin Arafah and Herawaty).

Penelitian ini bertujuan untuk menjelaskan nilai-nilai pendidikan karakter yang ditunjukkan oleh tokoh-tokoh dalam novel *The Golden Compass* dan bagaimana penulis mengekspresikan dampak positif pendidikan karakter dalam novel.

Penelitian ini menggunakan metode penelitian ekspresif oleh Abrams, yang berfokus kepada bagaimana penulis mengekspresikan pikirannya dalam karyanya. Kemudian dalam menganalisis data, penulis menggunakan konsep nilai-nilai pendidikan dari Eyre dan Eyre untuk menentukan batasan penelitian. Data primer diperoleh dari novel *The Golden Compass* sedangkan data sekunder dikumpulkan dari buku, jurnal, artikel di internet dan sumber lain yang berkaitan dengan penelitian ini.

Berdasarkan hasil analisis, peneliti menemukan nilai-nilai pendidikan karakter yang ditunjukkan oleh tokoh utama dan tokoh-tokoh lainnya. Tokoh utama dalam novel harus menghadapi banyak tantangan dalam petualangannya. Pada akhirnya, ia membuat keputusan yang benar dan menyelesaikan semua masalah yang ia hadapi.

Kata Kunci: karakter, nilai pendidikan, *The Golden Compass*

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CHAPTER I

INTRODUCTION

This chapter presents an introduction. It consists of background, identification of problems, scope of the problem, research questions, objective of the study, and significance of the study.

A. Background

Most of the time, literary work is only seen as a media of entertainment. It is used by many people to fill their free time. It is not seen as something that can give readers any more lessons. However, literary work in fact has something more to offer. It contains many valuable lessons which the author tries to express in his/her work. These lessons can be seen directly in the works, or the author puts it implicitly, so the readers have to find it out on their own. Susana (2018: 287) elaborates that value in literary works is usually reflection of truth from the author's point of view, which he/she wants to show the readers. It is a practical moral teaching that is interpreted by the readers throughout the story. It is about various things related to real life problems, such as attitude, behavior, and sociable manners.

Literary work is a media for authors to express their thoughts and feelings. Authors often use real event that happen in their life and add

some imagination into their work. Before producing their work, they did research, hard thinking, and ideas imagination of the issue that they want to express. In brief, literary work is used by authors to portray everyday life problem. Literary work often reflects social phenomena that happen in a certain period of time. It can explain social issues that are significant to talk about. This social phenomena can appear in many forms. One of the social issues that authors often talk about is educational value, specifically character education.

Education is one of the important parts of human life. Formal education has been a standard for a person to have value in social community. Nowadays, it also can determine someone's job. Other than that, informal education has its role in shaping a person's personality. Since birth, parents already teach their child how to behave nicely. It includes moral lesson, life lesson, skill, and manner. This form of education can also be called character education.

In Indonesia, character education has been implemented in all school stages, from preschool, elementary school, junior high school, and senior high school. Character education in Indonesia is arranged in Presidential Regulation number 87 of 2017. It is stated that "Strengthening character education is implemented by applying values of Pancasila in character education process, including religious value, honesty, tolerance, discipline, hard work, creativity, independency, democracy, curiosity, national spirit, love of the motherland, respect for achievement,

communicative, love of peacefulness, reading interest, cares about the environment, social consciousness, and responsibility” (Presidential Regulation number 87 of 2017 about character education).

It is very important to teach character education in shaping young mind into valuable human being. Many people from younger generation are morally deflected, due to the lack of an effective character education, either from their family or from their school. They tend to have bad behaviour like lack of discipline, confidence, and respect. These cases can be seen widely in social media, such as students disrespecting their teachers or a child ignoring their parents. In brief, it is crucial for young generation in this modern era to get a good character education to avoid negative influence from their environment.

There are many ways to teach and learn character education such as moral or life lessons. Literary work is one of the medias that can be used to teach them to the readers. These lessons can be learned through the characters, either their actions, their struggles, or their life's journey. These lessons can be seen explicitly from the description and characters conversations, or implicitly throughout the story. Novel is one kind of literary works which can be used to achieve this goal.

Sir Philip Nicholas Pullman is one of the authors that gives many values of character education in his work. He is an English novelist who was knighted in the 2019 New Year Honour for his service to literature. Pullman works' began on *His Dark Materials. The Golden Compass*

(1995), the first volume of the trilogy, won the 1996 Carnegie Medal in Literature and was adapted into a major motion picture in 2007. It was followed by *The Subtle Knife* (1997) and *The Amber Spyglass* (2000). The latter volume won the Whitbread Book Award in 2001 (Dowd, <https://www.britannica.com/biography/Philip-Pullman>).

Pullman's novel, *The Golden Compass* (1995) is centered in Lyra, a girl's journey to rescue her friend from child abductors. She was a daughter of a Lord and was raised in Oxford, so that she received education from scholars there. She was not only taught about general knowledge, she is also taught how to behave well. Although she was a noble person, she befriended anybody no matter their social class. Her life changed when her friend was kidnapped and she was brought to the north by her mother. Then she ran away and determined to go to save her friend. On her journey, she met a lot of challenges, which teach her many lessons in life.

The writer believes that Pullman expresses many values of character education in Lyra's character and her journey that can be learnt by the readers. So, based on the explanation above, the writer chooses "The Values of Character Education in Pullman's *The Golden Compass*" as the title for this research. Furthermore, the writer uses expressive approach by M.H.Abrams as the grand theory and combine with concept of educational value as supporting theory to explain and elaborate the

values of character education and how the author expresses the positive impact of values of character education in the novel.

B. Identification of Problems

Based on the Background, the writer finds some interesting problems to analyze in this novel. They are:

- a. Literary work is one of the medias that can be used to teach many lessons to the readers. Sir Philip Pullman is one of the authors that gives many educational values specifically values of character education in his work.
- b. In the novel, *Lyra*, the main character recieved many lessons when she lived in Oxford and when she went on a journey to rescue her friend.
- c. There are many values of character education that are portrayed by the main character in the novel.

C. Scope of Problems

Based on the problems above, the writer limits the scope of problem in this research to analyze the values of character education in *Lyra's* life and journey and how the author expresses the positive impact of values of character education in the novel.

D. Research Questions

Based on the explanation above, the writer formulates the problems such as:

1. What are the values of character education that can be learnt from *The Golden Compass*?
2. How is the positive impact of the values of character education that the author expresses in the novel?

E. Objective of the Study

In this research, the writer analyzes some goals to be attained according to the statement of problems as follows:

1. To understand the values of character education that can be learned from *The Golden Compass*.
2. To identify the positive impact of the values of character education which the author expresses in the novel.

F. Significance of the Study

This thesis aims to explain the values of character education in the novel *The Golden Compass*. Other than that, the writer tries to identify the positive impact of the values of character education which the author expresses in the novel. Theoretically, the writer is expected to contribute knowledge about literature, especially literature research using expressive approach by Abrams. As for readers, this research is expected to be able

to be a reference for the next research. This thesis is expected to be used as a source of knowledge about educational value, specifically about character education as a part of human life. As a media of teaching, literature gives values of character education that can be applied in everyday life. The writer hopes that this research can give positive impact to the readers.

G. Sequence of Writing

This thesis consists of five chapters that are connected with each other. Chapter one is introduction, which provides background of the research, identification of problems, scope of the problem, research questions, objective of the research, significant of the research, and sequence of the research.

Chapter two discusses literature review that helps the writer to finish this research. Therefore, this chapter consists of previous study related to the topic of this research, the review of expressive approach by Abrams as the grand theory of this research, the supporting theory and the concept, and conceptual framework.

Chapter three contains the research methodology. This chapter includes the methodological design, type of research, tools of data collection, collection, method of collecting data, method of analyzing data, and research procedure.

Chapter four contains the research findings which contains data findings and data analysis. This chapter includes research findings and discussion.

The last is chapter five. This chapter contains the conclusion of the research and suggestions to future researcher.

CHAPTER II

LITERATURE REVIEW

This chapter consists of previous study, theoretical background and conceptual framework.

A. Previous Study

Philip Pullman has successfully written his works and widely read all over the world. His works have inspired many people because of their content and storyline. They are adventurous, full of suspense and challenge. His work, *The Golden Compass* shows a brave young heroine that can be a role model for many young women in the world. It is not only that, but the novel also gives the reader valuable lessons.

As a matter of fact, this research is not the first to analyze Pullman's work as object of the study. Furthermore, it is important to review these researches to add more knowledge and compare it to other related researches. In this part, the writer limits the previous study that took Pullman's work as object of the study and some researches that have similar issue with this research. The previous studies that are presented by the writer is taken from electronic journal, unpublished thesis, and unpublished material from internet.

The first research entitled "Innocence and Childhood in Philip Pullman's *His Dark Materials*" was done by Bokne (2013) from Goterborgs Universitet. According to the researcher, *His Dark Materials* by Philip

Pullman is a series of trilogy novel that criticise the romantic concept of innocence of childhood. Therefore, the researcher explains about the concept of childhood and innocence in the novel. The researcher uses historical and contemporary research in the field of childhood study as a method in this research.

The second research entitled "The Portrayal of the Main Female Character in Philip Pullman's *His Dark Materials* Trilogy" was done by Sundman (2013) from Centre for Language and Literature, Lund University. Sundaman argues that from a feminist viewpoint, the novels support notions of innate inequality between men and women. It is seen by examining how they relate to stereotypes and traditional gender roles, how femininity and masculinity are applied to the characters, how power is attributed differently depending on gender and inhabiting conventional female roles.

Those two previous studies show that they both use Philip's work as the subject of the study. They have some differences to the current research. The first is, Bokne and Sundman do not share the same issue with this research. Bokne's issue is innocence and childhood, and Sundman's issue is the portrayal of the main female character, while the issue of this research is educational value. Next is the approach. Bokne uses historical and contemporary research, and Sundman uses feminist approach, while this research uses expressive approach.

The next research entitled “An Analysis of Character education Values in Non-fiction Novel *Habibie Dan Ainun* Created by Baharuddin Jusuf Habibie and its Advantages as Literature Reading for Senior Highschool in Medan, Indonesia” was conducted by Simanjuntak (2017) from State University of Medan. This journal explains about character education values in the novel *Habibie Dan Ainun*. The education values that are found in the novel are honesty, diciplined, independency, curiosity, creativity, and hardworking.

The next reasearch with title “The Educational Values of the Novel *Toto Chan: The Little Girl at the Window* by Tetsuko Kuroyangi” was written by Seli and Afero (2018) from STKIP PGRI Lubuklinggau. The researcher devides educational values found in the novel into two, values of being and values of giving. This research also explains the implication towards teachers and parents. Other than that, it also compares the educational system in world war and modern era in Japan, spesifically in the novel. The researcher uses intrinsic and extrinsic analysis in order to conduct her research.

The previous studies above share the same issue as this reaserch, which is educational value. However, they use different object to this research. Simanjuntak choose *Habibie dan Ainun* as object of research. Meanwhile, Seli and Afero use *Toto Chan: The Little Girl at the Window* as object of research. Furthermore, Seli and Afero use intrinsic and extrinsic

analysis while this research only focus on educational value, specifically the values of character education..

The next research with title “An Analysis of The Magician Poem In Zarathustra by Nietzsche” was done by Yosiana and Aribowo (2019). This research uses descriptive qualitative methods to classify and analyze the data. The purpose of this research is to analyze the expressive psychological approach in a poem written by Nietzsche entitled *The Magician*. The results of this study are to indicate that there are two results. First, the expressive aspects which is the feeling aspects contained. Second, the most dominant of the feeling aspects is sarcasm.

The next research entitled “The Struggle of The Main Characters as Seen in Brother Grimm’s The Wolf and The Seven Little Goats : An Expressive Approach” was conducted by Robert (2012). This research aims to know the main characters’ struggle reflected to the author’s life. The theory used is the expressive approach by Abrams. In this research, the researcher will expose the main characters of the short story. It can be the protagonist character, antagonist character, and the companions. This research will also analyze the struggle based on the main characters.

The last two researches use the same approach as this research, which is expressive approach. However, those two researches use different objects. Yosiana and Aribowo choose Zarathustra by Nietzsche as object of study. She uses expressive psychological approach, while this research only use expressive approach to explain the educational values.

Robert uses Brother Grimm's *The Wolf and The Seven Little Goats* as object of research. It uses the same approach with this research, which is expressive approach by Abrams. But, it also analyze the struggle based on the main characters, while this research only focus on educational value.

Educational value, including values of character education is a very important element in a novel, especially for young readers. It is the essence of a story so that the story has a purpose. Readers can learn many things through the characters such as how to treat other people, how to be brave and honest, and that every action has its consequences. Those educational values have potentials to influence the readers' life.

After reading the novel, the writer thinks that *The Golden Compass* by Philip Pullman contains many values of character education that can be learn implicitly or explicitly. As can be seen from the review above, this research is not the first research to use Pullman's work as an object of the study. However, there is not yet any reseach analizing values of character education in Pullman's *The Golden Compass*. Furthermore, this research is substantial because not only this research aims to understand the values of character education in the novel, but also to identify the positive impact of the values of character education which the author expresses in the novel. Moreover, the writer uses expressive approach by Abrams as the main theory in doing this reseach and concept of educational value by Eyre and Eyre as supporting theory to set up boundaries of this research

B. Theoretical Background

Theoretical background is an important point in doing research of literary work. This point is used as references in doing the research. The writer uses expressive approach in analyzing the educational value in the novel *The Golden Compass*.

1. Expressive Theory by M.H. Abrams

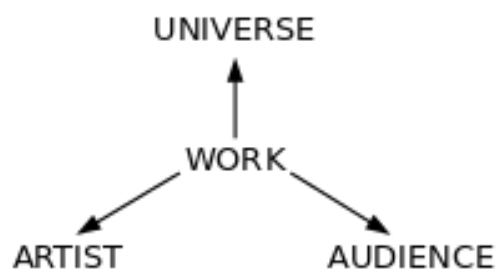
Augustyn et al (2019) from <https://www.britannica.com> explain that Meyer Howard Abrams commonly known as M.H. Abrams was born on 23 July 1912 in Long Branch, New Jersey. He died on 21 April 2015 in Ithaca, New York. He was an American literary critic who was popular by his revolutionary study of the romantic period in English literature. In 1934, he graduated from Harvard University, and then he continued his study at University of Cambridge, then returned to Harvard to get his PhD degree in 1940. He became a professor at Cornell University, New York in 1953. Other than that, he also had positions at University of Toronto, University of California, University of British Columbia, and University of Oxford.

Moreover, Augustyn et al (2019) also mention that Abrams was the general editor of *The Norton Anthology of English Literature* in 1962-2000. His series or recordings on reading poetry can be accessed online in *The Fourth Dimension of a Poem, and Other Essays* (2012), which is a collected rumination on poetic and literary interpretation. In 2013, he was awarded the National Humanities Medal by the US government.

Furthermore, Abrams was related to concern with analyzing literary theory and criticism, as can be seen from his works *Literature and Belief* (1958), *In Search of Literary Theory* (1972), and *A Glossary of Literary Terms* (1957).

According to Grimes in New York Times (2015) in <https://www.nytimes.com>, *The Mirror and the Lamp* (1953) was well accepted by society. Abrams filtered arguments of critics and philosopher from ancient Greece then explained the change of perspective in the early 19th century. In his book, *The Mirror and the Lamp* (1953), he distinguished four major orientations of literary criticism. They are mimetic, pragmatic, expressive, and objective.

Abrams (1971: 6) states that there are four elements in literary work and literary criticism that can be seen in the diagram as follows:



Furthermore, he elaborates that these four elements can be found in almost every theories and should not be separated to one another. The first one is work. It is the product of literature itself, the outcome of a process. The second element is the artist, the one who produce the work. The third is universe. It is a subject that is already exists yet still has relation to the work. It includes people and actions, events, feelings, ideas,

nature, and material things. The last one is audience, which are the readers and listeners to whom the work is addressed. It is the one enjoys the work. These four elements co-exist in literary work. However, they are not constantly having the same amount of portion. Sometimes, there is one element that is more dominant than the others, depends on the significance in the theory in which they occur.

From those four elements, Abrams (1971: 8) divides literary criticism into four theories: mimetic theory, pragmatic theory, objective theory, and expressive theory.

Mimetic theory states that literary work is an imitation from the real world or the universe. Mimetic theory is introduced by Plato, but Aristotle is the proponent of mimetic theory. His work, *Poetics*, is also known as *On the Art of Imitation*. He explains that the art (literature) imitates the reality. For example, drama imitates a person's action. Mimetic can be described as people in action, their characters, feelings, passions, and experiences (Gbenoba and Okoroegbe, 2013: 36). Pragmatic theory is relating literary works to the readers or audience. Fard (2016: 332) elaborates that according to pragmatic theory, literary works are viewed as something that have aim to effect the readers. These effects include pleasure, instruction, or any kinds of emotion. Objective theory deals with literary works alone, that literary works can be analyzed by elements that build it without external elements. Yosiana and Aribowo (2019: 4) say that expressive

theory focuses on the extent of the success of the author in expressing his/her idea as the creator of the artwork.

Expressive theory is a theory that analyzed literary works based on its relation to the author. It views that authors have some points that they want to express through their works. Yosiana and Aribowo (2019: 4) say that expressive theory focuses on the extent of the success of the author in expressing his/her idea as the creator of the artwork. Meanwhile, Fard (2016: 333) describes that expressive theory deals with literary works mainly in relation to its author. It describes as an expression, product, or utterance of feeling from author's point of view. The expressions of the authors include thoughts, feelings, and perception from what he/she experience. It often seeks in the work evidences such as particular experiences and expression of the author who has revealed himself or herself in it consciously or unconsciously.

Other than that, Purohit (2015) elaborates that expressive view of art replace mimetic and pragmatic position as critical theory. So, reflecting society or nature is no longer the duty of literature as part of art. With this new approach, authors expose their point of view to the world instead of making their works based on the outer world. Moreover, Gleeson (2018) in <http://penandthepad.com> mentions that the works that express author's personal concerns, issues, ideas, and private life is the main point of expressive theory.

Furthermore, Abrams (1971: 22) explains that the central point of expressive theory is seeing literary works as internal based that is made into external based. It means that literary works produced under authors' creative process of thinking and feeling. Therefore, the primary source and subject of literary works is from the authors' mind, or if it is from other external elements, it is purely from authors' own perspective and point of view. Moreover, Abrams (1971: 26) also states:

Even though it turns out that the pleasure and profit of the audience is an automatic consequences of the poet's spontaneous overflow of feeling, provided that the appropriate associations between thoughts and feelings have been established by the poet in advance.

From the explanation above, it can be seen that literary works have authors' personal opinion on a certain matter. Authors essentially have something to say and want to show it to the world, so they intentionally pour it all in their works. However, it also seems that literary works reflect its author. Author's manners, behavior, and attitudes can be seen throughout their works. Readers can understand them by analyzing the patterns or the style of the work.

There are several steps steps to analyze literary work using this theory. The first step is to do intensive reading on the object (literary works). The second step in applying an expressive approach is the researcher must recognize and understand the author's view of the world of his/her work by reading their biography. The next step is to do a barrier interpretation of the elements contained in the literary works, such as

style, diction, theme, character and characterization, rhyme, feeling and so on. Lastly, linking the results of interpretation based on the review of the author. The basic assumptions this kind of research is that literary works are the product of the author's mind and the strength of literary works can be determined from how far the author is able to express their idea, thoughts, and feelings into a literary creation so the readers can get their point (Yosiana and Aribowo, 2019: 5).

From the explanation above, the writer thinks that Philip Pullman expresses his view about values of character education in his novel *The Golden Compass* especially in the main character's life and journey. Therefore, the writer chooses Expression Theory as the grand theory in conducting this research.

2. Concept of Educational Value

Education is a medium for a person to learn something new. It is a large concept of not only studying general knowledge like science or social sciences, but also studying how to be a better person. Sari (2013: 154) explains that Education in its general sense is a form of learning wide range of knowledge, skills and habits which are transferred from one generation to the next through teaching, training, or research. By education, values of people can be improved, especially for young people.

In Indonesia, education is a noble ideal of the nation as outlined in the law. Law of Republic of Indonesia No. 2 of 1989 article 4 on education

states that National Education aims to educate the life of the nation, and develop Indonesian people as a whole, that is, people who have faith and are devoted to God Almighty and are virtuous, possessing knowledge and skills, physical health and spiritual, steady and independent personality and sense of community and national responsibility. As stated in the law, the purpose of education is not only to learn basic knowledge to be smart, but also shaping a person to have value and good attitude.

One way to teach educational value specifically character education is through literature. Susana (2018: 287) explains that value in literary works is usually reflection of truth from the author's point of view, which he/she wants to express to the readers. It is a practical moral teaching that is expressed by the author which needs interpretation in order to be understood. It is about various things related to real life problems, such as attitude, behavior, and sociable manners. From that explanation, it can be concluded that literary work is an interesting media for author to teach character education.

Eyre & Eyre (1993:29) elaborate that educational values are divided into two groups, values of being and values of giving.

a. Values of Being:

The value of being is a value that influences a person's behavior and the way they treated others from the inside. These values include:

1) Honesty

Honesty here means honesty toward ourselves, others, and society. The power of telling the truth and not hiding anything, even if it is painful. The strength to tell things the way they are without exaggerating them.

2) Courage

The strength to try something new or difficult. It can also be opposing a majority, and stand for what is right. Courage means the power to stand up against others who oppose, to acknowledge mistakes and not afraid to apologise for it.

3) Peaceability

It is an ability to take control of temper. It means to be able to resolve conflict calmly, making decisions without rushing it, and think about the consequences of an action first before doing it.

4) Confidence and Capability

Confidence and capability mean the power of taking actions and always ready to bear the consequences, taking decisions and not blaming others when it turns out to be a wrong one. It is might to believe something is right. It is awareness and responsibility.

5) Self-Discipline and Moderation

It means physical and mental self-discipline. It means to understand the limit of body and mind, to be able to control self urges, to always set

boundaries and not cross them. Discipline can also mean not making promises that cannot be kept, either to oneself or to others.

6) Purity and Pureness

Purity is cleanness or innocence. For example is purity of thinking or purity of intention without any negative agenda.

b. Values of Giving

The values of giving are values that are influenced by others, it needed to be practiced or provided which would then be accepted as a given.

Values of giving include:

1) Loyalty

Loyalty is faithful to family, friends, country, school, and to other organizations and institutions to which commitments are made. It also means support, service, and contribution. It can be reliability and consistency in doing what has been said and promised.

2) Respect

Respect here means respect for life, elders, partners, nature, property and for the beliefs and rights of others. It can be shown by courtesy, politeness, manners, self-respect and avoidance of self-criticism.

3) Love

Love is personal caring that goes both beneath and beyond loyalty and respect. It can be varied from love for family, friends, partners, neighbors, co-workers, even adversaries. It can be seen as a prioritized lifelong commitment between two people or more.

4) Unselfishness and Sensitivity

Unselfishness means becoming less self-centered, to put others first before individual self interest, to think about doing something that will not bring harm for others. Sensitivity is when a person learn to feel with and for others. It can be form of empathy, tolerance, and brotherhood.

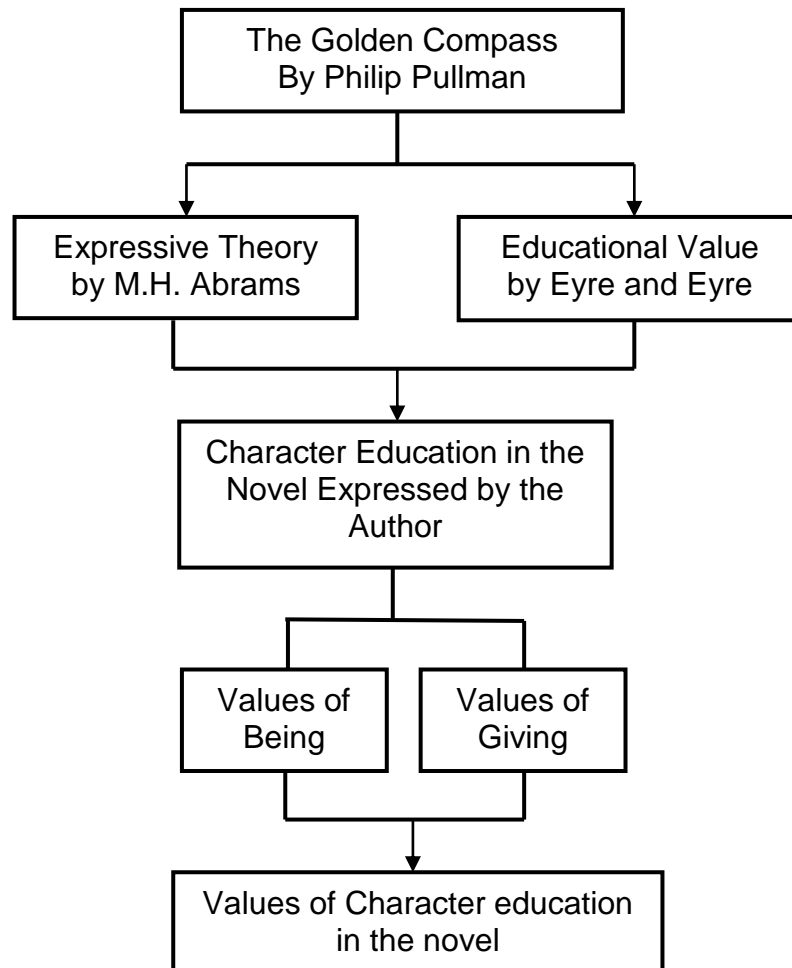
5) Kindness and Friendliness

Kindness here is awareness that being kind and considerate was more admirable than being seen as tough or strong. It can be shown as the tendency to understand rather than comfort, gentleness particularly toward those who were younger or weaker and the ability to make and keep friends.

6) Fair and Forgiveness

Fairness is obedience to law. It is an understanding of natural consequences of every actions. Forgiveness is s grasp of mercy an understanding of the futility and bitter position of having a grudge. It can be seen as forgiving a person's mistake and move on from it.

C. Conceptual Framework



The writer uses Expressive approach by Abrams as grand theory in conducting this research. Other than that, the writer also uses concept of Educational Value by Eyre and Eyre as supporting theory. Educational value is divided into two, values of being and values of giving.