MORAL VALUES IN EXUPERY'S *THE LITTLE PRINCE*

THESIS

Submitted to Faculty of Cultural Sciences Hasanuddin University in Partial Fulfillment For The Requirement to Obtain Sarjana Degree in English Literature Study Program

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On Thursday, June 29th 2022, the Bord of Thesis Examination has kindly approved a thesis by Natalia Linsangan (F041181501) entitled, Moral Values in Exupery's *The Little Prince* submitted in fulfilment of one of the requirements to obtain Sarjana Sastra (S.S) Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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Dengan ini menyatakan bahwa skripsi ini benar-benar karya saya sendiri. Sepanjang pengetahuan saya tidak terdapat karya yang ditulis atau diterbitkan orang lain kecuali sebagai acuan atau kutipan, dengan mengikuti tata penulisan karya ilmiah yang lazim.

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Yang Menyatakan,

Natalia Linsangan

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Makassar, 15th May 2022
The writer,

Natalia Linsangan

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ABSTRAK

Natalia Linsangan. 2022. Moral Values in Exupery's *The Little Prince.* (Dibimbing oleh **Abbas** dan **Andi Inayah Soraya**)

Penelitian ini bertujuan untuk menjelaskan pesan moral pada novel *The Little Prince* yang mengisahkan perjalanan *the little prince* dalam mencari pengetahuan dan pengalaman diberbagai planet yang membuatnya sadar bahwa ada banyak jenis mahluk hidup di alam semesta ini dengan berbagai karakter dan kepribadian yang membuatnya belajar banyak mengenai makna hidup dan pengalaman. Dalam penelitian ini, penulis menjelaskan pesan moral tokoh utama bernama The Little Prince sekaligus menganalisis dampak baik dan buruk dari moralitas tokoh-tokoh utama sebagai pedoman hidup manusia yang bertujuan mengajarkan atau memberitahukan secara tidak langsung mengenai dampak-dampak tersebut yang dapat dicontoh dan tidak patut dicontoh.

Penelitian ini menggunakan pendekatan Strukturalisme murni untuk menganalisis unsur intrinsik yaitu penokohan, plot, setting dan tema. Dan juga sebagai landasan untuk menganalisis moral value yang ada pada novel *The Little Prince*. Selain itu, penulis juga menggunakan metode kualitatif dan deskriptif dalam menganalisis data penelitian, yakni novel *The Little Prince.*

Hasil penelitian ini menunjukkan bahwa ditemukannya beberapa nilai-nilai moral yang dapat dijadikan pembelajaran hidup, yakni mengapresiasi, tidak menilai berdasarkan penampilan, disiplin, bijaksana, mencintai diri sendiri, bertanggung jawab, tidak menjadi pembohong, dan mencari solusi. Penulis juga menemukan dampak baik dan buruk yang dapat mempengaruhi pembaca dari tokoh utama The Little Prince. Dampak baik beupa bertanggung jawab, mencintai diri sendiri, bijaksana, disiplin, dan mengapresiasi orang lain. Kemudian dampak buruk adalah kecanduan dengan minuman keras, tidak mendengarkan orang lain ketika berbicara, dan gegabah dalam mengambil keputusan.

Kata Kunci : *Pesan Moral, Pendekatan Strukturalisme, Novel The Little Prince*

ABSTRACT

Natalia Linsangan. 2022. Moral Values in Exupery's *The Little Prince.* (Supervised by **Abbas** and **Andi Inayah Soraya**)

This thesis aims to explain the moral message in the novel The Little Prince, which tells the journey of the little prince in seeking knowledge and experiences on various planets, which made him realize that there are many types of living things in this universe with various personalities and personalities that make him learn a lot about the meaning of life. and experience. In this study, the author explains the moral message of the main character, named The Little Prince, as well as analyzes the good and bad impacts of the main character's morality as a guide to human life, which aims to teach or indirectly inform about these impacts that can be imitated and are not exemplary.

This study uses a pure structuralism approach to analyze the intrinsic elements, namely characterizations, plots, settings, and themes, as well as a basis for analyzing the moral values in the novel The Little Prince. In addition, the author also uses qualitative and descriptive methods in analyzing research data, namely the novel The Little Prince.

The results of this study indicate that the discovery of several moral values that can be used as life lessons, namely appreciating, not judging based on appearance, discipline, being wise, loving yourself, being responsible, not being a liar, and looking for solutions. The author also finds good and bad impacts that can affect the readers of the main character of The Little Prince. Good impact in the form of being responsible, loving yourself, wise, disciplined, and appreciating others. Then the bad effects are addiction to liquor, not listening to other people when talking, and rash decisions.

Kata Kunci : *Moral Values, Structuralism Approach, Novel The Little Prince*

CHAPTER I
INTRODUCTION

This chapter explains how the writer chooses a literary work, namely *The Little Prince* by using structural approaches to solve several problem formulations. This chapter contains a Background of The Study, Identification of Problems, Scope of The Problems, Research Questions, Objective of The Study, Benefits of Research, and Sequence of Writing.

1.1 Background of Study

An individul's behavior, character, and nature are formed from daily activities, such as spectacles or reading that influence each other to form an individual. All these influences can change for good or bad depending on how the person takes meaning from life. It is called morality. The moral basis that often occurs in social circles but is also often ignored by humans is to appreciate other people rather than judge them. But lately, people sometimes tend to judge first without even realizing it can have a big impact on others. For example, it can be discouraged. So, before passing judgment on someone's work or outcome, it would be nice if you first appreciated it and then offered advice or suggestions. It is a basic moral that is balanced with a good impact, namely giving appreciation and if the work or result of that person has a bad impact, then giving constructive criticism and suggestions so that it can be improved.

Studying the moral value of life is interesting because it learned something good and bad in an incident and interpreted the meaning of life well. Likewise, if someone reads a book or novel then he/she finds very large moral values. This makes feel aware of the importance of life and realize many things about life even if only from a book or novel. Moral means behavior, habits, character, morals and also develops means habits in good or bad behavior. Values are something that is considered valuable in life which refers to an object or subject that will be considered valuable if, for example, it gives a good impression that can be imitated, bad things that are used as learning or honesty, beauty, and goodness. Moral values are the behavior, character, and nature of a person who is considered valuable or useful in life as an example or as a lesson.

There are several aspects that find morals, especially from life, stories, and humans. The moral value of life is interesting because it learned something good and bad in an incident and interpreted the meaning of life well. Likewise, if someone reads a book or novel then he/she finds very large moral values. This makes writers feel aware of the importance of life and realize many things about life even if only from a book or novel. Literature is a creative work resulting from human creation that is expressive, imaginative, and aesthetic, and has the value of teaching the truth by using language as its medium. Nevertheless, literature still recognizes as a work of fiction, illusion, or fantasy from reality. Literature itself does not present all the social facts that occur in society but are changes by aesthetic imagination. However, literary works can also provide moral values from each story or message inserted by the author to the reader, oftentimes the author does not

realize how deep the meaning of a literary work he makes to the readers. Literary works are divided into several types with a variety of different genres, one of which is a work intended for children as a reading medium that adapts to their interests and age categories. Even though they are intended for use, they still need parental supervision so that children can understand the meaning in the text of a literary work. One of them is known as "children's literature," which is good reading for children with elements of various themes and formats, Sarumpet (2010:2). The writer can prove that there are now many books or novels intended as childrens literature with various themes and formats.

On this research, the writer shall focus on a literary work that is specialized in children's literature, as the writer explained earlier that a literary work even though it is labeled with children's literature still be accepted by the public as well as adults, which can be understood by all. The object of the writer's research is entitled *The Little Prince* which was written by one of the French writers named Antoine de Saint-Exupery born in Lyon, France June 29, 1900. *The Little Prince* was first published in 1943. Judging from the success of this novel and its other series, it proves that this classic children's book has a timeless charm and even its appeal can transcend all ages and even any nationality.

In this novel, the author begins his story by telling about an experience he had in his childhood when he drew a snake eating a wolf, and he was very proud of the picture. The problem is that all adults only see the hat in the picture and not a snake eating a wolf. He was disappointed with their reaction, so he drew again with

an elephant in it and after many advised him to stop drawing. From a small picture of the paragraph, there is a moral value that the writers get, that is how the words of an adult can so greatly affect the words of a six years old child. The adult broke his dreams and broke his passion and dreams of becomes a painter and finally decided to become a pilot to fulfill adults' expectations that earth science, history, arithmetic, and grammar are much more useful than being a painter. Children forced to live up to the expectations of adults on their behalf regardless of a child's explanations or even feelings. The people shall only live by always adjusting to our environment and being full of pretense to meet the expectations of others.

Such are the moral values obtained from a paragraph in the novel *The Little Prince* by Antoine de Saint-Exupery. If read at a glance, this might just be a very entertaining children story, but if look at it from another perspective, this book has many hidden meanings and messages that shall be discusses this time. The writer shall find out about the message that the main role, other roles, and also the good and bad effects of the actions of the characters in the novel *The Little Prince* Antoine De Saint-Exupery's.

The various moral values of each character in the novel will be investigated by the author, such as what moral messages are instilled by the author through each character in the novel *The Little Prince* and how any conflicts or events written by the author will be investigated by the author. Therefore, the writer decided to take the title **Moral Values in Exupery's *The Little Prince.***

1.2 Identification of Problem

After the writer read the novel *The Little Prince* by Antoine De Saint-Exupery, she came across several identifiable problems:

1. Moral values are founds in the novel *The Little Prince* by Antoine De Saint-Exupery.
2. The good and bad effects of the actions of the main character in the novel *The Little Prince* by Antoine De Saint-Exupery.
3. The form of moral delivery is used by the author in the novel *The Little Prince* by Antoine De Saint-Exupery.

1.3 Scope of The Problem

This study only discusses two of the three problems that have been identified and described previously, this study only discusses the Moral Values that exist in the main character, the moral values of other characters, and the good and bad impacts of the main character's actions, which the writer shall discuss to explain this research. For the last, namely, the moral delivery used by the author in the novel *The Little Prince,* the writer shall not discuss. Because, in this study, the writers only discuss the results of the author's work, not about the author himself, so from some problems that have been identifies, each character in this novel can find several moral values that can be taken as life lessons, and from each character can be seen the classify of characters that provide good and bad moral values to the reader.

1.4 Research Questions

Based on these problems, the writer made it clear by formulating the questions as follows:

1. What are the identified moral values of each character in the novel *The Little Prince* by Antoine De Saint-Exupery?
2. How to classify the good and bad moral values in the main characters in *The Little Prince* by Antoine De Saint-Exupery?

1.5 Objective of Problem

Following the problem formulation previously, the writer determines the objectives of this study as follows:

1. To identify of each character the moral values in the novel *The Little Prince* by Antoine De Saint-Exupery.
2. To describe the classify of good and bad moral values to the main character in the novel *The Little Prince* by Antoine De Saint-Exupery.

1.6 Sequence of Writing

This writing consists of five chapters. Chapter one is an introduction that consists of Research Background, Problem Identification, Scope of the Problem, Research Questions, Research Objectives, Research Benefits, and Writing Sequence. Chapter two is consisting of a literature review that provides an overview of some previous research and applies some theories to support this analysis. Chapter three consists of the types of methods that the author uses in analyzing the novel, including data collection methods, and data analysis methods. Chapter four consists of an analysis of the object of research, namely, the moral values of the

stories of the characters in the novel The Little Prince. The last is chapter five, that consists of conclusions and suggestions based on the data that has been analyzing in the previous chapter.

CHAPTER II
LITERATURE REVIEW

This chapter explains the previous study that is relevant to the writer's research and how the writer chooses a theoretical basis that uses stuctural approach, which is consist of characters, plot, theme and setting. Pragmatic aspects are closely related to literary works which consists of morals, then moral relations in literary works, there is also a relationship between the morals of the main character and other characters in a literary work, and also about the character of a literary work.

2.1 Previous Study

This previous study is an important part of this research, which will be relate to other theses that have the same object of study, both in terms of the novel, namely *The Little Prince* by Antoine De Saint-Exupery, or from the pragmatic theory used as the object of study of their studies. The previous studies are written by Prasetio Wijaksono (2007), Ridwan (2016), and Leonard Jubilee (2018).

Prasetio Wijaksono (2007) with the title *Moral Messages Revealed in Jack Worthing's Character Development in Wilde's The Importance of Being Earnest* from Sanata Dharma University Yogyakarta. In this study, moral messages were found, namely the character of Jack Worthing one of the characters that has many characteristics, sometimes Jack becomes a hypocrite to achieve plans, but he also does not think that he can become a hypocrite then change his identity and of course also the characteristics it has. From his change in character, he realized that appearing to be a hypocrite was a waste of time. From the story, it is obtained that

the morals taught by a character in social life reflect the morality of the people of the Victorian era. This research has a different work from the one being researched but the topic studied by Prasetio Wijaksono has something in common, namely regarding the Moral Messages in a literary work, therefore writer make it a reference for the author in researching at this time.

Ridwan (2016) with the title *Pendekatan Strukturalisme Dalam Novel Surga yang Tak Dirindukan Karya Asma Nadia* from Universitas Muhammadiyah Makassar. In this study, the focus is only on discussing the novel Sura Yang Tak Dirindukan using a complete and detailed structuralism approach so that it helps the writer research which also uses a structuralism approach in analyzing and helps the writer better understand the structuralism approach. Even though they have the same approach, namely the structuralism approach, the objects studied are very different, Ridwan (2016) uses the novel Surga yang Tak Dirindukan by Asma Nadia while the writer uses The Little Prince by Exupery.

Leonard Jubilee (2018) with the title *The Impact of Desire on Characters in The Little Prince Novel by Antoine De Saint-Exupery* from Sam Ratulangi University. In this study, what will be achieved by him is to analyze desires and the influence of desires on the psychology of the characters, who have achieved the results of finding ten desires in the novel, namely power, curiosity, acceptance, order, savings, social contact, status, reciprocation revenge, romance, and serenity. This study focuses on analyzing the character of each character in the novel *The Little Prince* by Antoine De Saint-Exupery, while the theory used is different. Leonard Jubel uses the theory of psychological analysis and the extrinsic approach

is different from the writer research even though the literary works studied are the same.

These three sources, have some same research objects and are related to this research, therefore the author makes the three sources as the writer submission material in writing this research. After looking at the three previous studies, all three have the same methods, topics, and literary works. This research is different from the three previous studies because this research uses *The Little Prince* by Antoine De Saint-Exupery as the object of this research literature, so of course, the results of this study will be different from the three previous studies. Although one of the previous studies has the same literary work namely the research of Leonard Jubel has the same literary work but has a difference in the object of research and here the writer will examine the moral values of the novel *The Little Prince* by Antoine De Saint-Exupery.

2.2 Structural Approach

The structure is several interrelated elements in an object that is arranged in an organized manner to form something. This is reinforced by the notion of structure which is etymologically comes from the Latin word structure, which means form or building. Teeuw (1984: 135) said that structural analysis aims to unpack and explain as carefully, as precisely, as much detail and in-depth and entanglement all elements and aspects of literature that together produce a comprehensive meaning. With structural analysis, a literary work can be analyzed in-depth and in more detail from all kinds of aspects that exist in literary elements that will produce a work that has a broad meaning. There is also what is known as

structuralism in the discussion of literary works, which is a structure whose parts are closely intertwined. Structure has no meaning if it is only one part; however, the structure of this literary work will form a meaning if an element is combined and interconnected so that it can be understood and fully assessed by understanding the function of these elements in the whole literary work.

A structural approach is an approach that involves part of the intrinsic elements in the novel and every literary work of course has a structure of intrinsic elements that are interconnect with each other in forming a story that makes the story meaningful, reasonable, and easy to understand. The structural approach was first introduced by Ferdinand de Saussure who stated that structuralism is a philosophical school in France through a book by linguists in Switzerland entitled *Cours de linguistiquegénérale*, which was published in 1915. Overall, the structuralism approach has the aim of analyzing the relationship of a literary work from all its elements as a whole. Structural approach is often referred to as an intrinsic approach that discusses all the elements that exist in literary works and is developed. This approach is also used to carefully analysts the relationship between the author's thoughts and his literary work by looking at each of the intrinsic elements that exist. When reading a literary work, the reader will of course find several characters with different characters, in different locations and times, each element which builds and supports each other, where each element has its meaning, which is write by the author to be conveyed. To the readers. Through this structural approach, the writer will analyze each of these elements to find the meaning that the author wants to convey to the readers. Based on Wellek and Warren (1992: 56),

the structure is incorporated into content and form to achieve an aesthetic goal in the structure of literary works (fiction) consisting of intrinsic elements, namely plot, characters, mandated themes, and settings as the most basic and most dominant supports in building a literary work. In the story, the characters play an important role because if there are no characters, how will the plot of this story work, with several characters and characters that are different from the existing plot, these characters carry out their respective roles in various settings, places and times, aiming to build a story. Story in orders to achieves a literary work that is not only aesthetic but has meaning and purpose for the readers.

In determining the structural approach used in a literary work, it must be applied by recognizing, studying, exploring, describing, and then connecting so as to obtain the perfect meaning of the literary work as a whole. The structural approach, if used in analyzing a work, will go through several steps to achieve the desired results. This is, according to Nurgiyantoro (2005:20) as follows:

1. Identifying the intrinsic elements that build in a literary work clearly and completely, and marking which ones include themes and characters in the story.
2. Analyze the elements that have been identified in order to know and distinguish between characters, plots, settings, and themes,
3. Explaining every intrinsic element that has been known between the theme, plot, setting, and characterization in a literary work,
4. Connecting each of these intrinsic elements so as to obtain the perfect meaning of a literary work as a whole.

Based on the writer's explanation regarding the structuralism approach, it can be understood that this approach focuses on the intrinsic elements that exist in literary works to explain more deeply and in more detail the meaning of the entire literary work by identifying, analyzing, elaborating, and collaborating to achieve a

perfect meaning. This intrinsic consists of several elements that support a literary work, namely characters, plot, setting, and theme. These four intrinsic elements are interrelated with each other's functions.

2.2.1. Characters

In a literary work, one of the important things is the character element in the story. Character is one of the building elements in a literary work. These characters will lead the story to reach the author's intended purpose which will be easily understood by the reader. In the story, the characters that have been formed by the author are verbal representations of human beings in everyday life. A character in a story is a person who is shown in a drama or narrative work which the reader interprets as a person who has moral qualities and dispositional qualities as expressed in what they say (dialogue) and what they do (action) Abrams (1981: 20)).

Through the characters created by the author in his work, each of these characters has moral qualities or has values in the character, both in positive and negative terms, which will be conveyed by the author, while the dispositional quality will be shown by the moral of the character based on his dialogue or behavior in the story. When reading a literary work, sometimes the writer realizes that the characters used in the story represent or feel related to the characters' nature. The author, before writing a story, has gone through several processes of forming a character, and the writer can feel that the characters are alive because of the similarity of their behaviors and because the behavior of the characters can convey a message or moral that the author wants to convey, as according to Abrams

via Nurgiyantoro (2009: 165-166) the characters in the story are the people featured in a narrative work, or drama, that the reader interprets.

The people featured in a narrative work, or drama, which the reader interprets the story, the characters have certain moral qualities and tendencies that are expressed in speech and what is done in action. That the role of the reader in interpreting the morals of a literary work is very important because it is the reader who will directly receive the message brought by the author in terms of the author's description of the character with his physical or speech as a differentiator from one character to another.

In a literary work, each character has their respective characterizations and roles. With this, the characters in a literary work will be divided into two, namely the main character and the supporting character. Perrine (1983:67) explained, "Each of the characters has his or her different roles. The character who has a significant role in a story is called the main character or major character. Whereas characters that have less to support the main characters are called minor characters. This main character is the character who will have the most roles in the passage of a story and the main character who will usually start the conflict and end the conflict because it is the main character who will determine the development of the overall storyline. Meanwhile, the supporting characters used in a literary work become supporters and complements the main character's role to build the message that the author wants to convey in his literary work.

In each role, the main character and supporting characters must have different characteristics, and in analyzing a character in a literary work, these

characteristics are divided into three categories: protagonist, antagonist, and tritagonist. According to M. Saleh Saad (in Tjahjono, 1988: 142-143), in terms of attitude, characterization, ideas, and so on, the characters in the story can be divided into three, namely: (1) the protagonist, (2) the antagonist, and (3) the tritagonist characters. Protagonists are characters who have ideal behavior that is most liked by readers because their roles show the characteristics expected by readers and they are characters that give a positive impression. The antagonist is the opposite of the protagonist. This antagonist character is the least liked by readers because of the characteristics he plays. This antagonist character often gives a negative or bad impression and is the person who brings conflict into the story. Although these two characteristics are very contradictory, they are closely related to each other because they complement each other. If the antagonist role in this literary work does not exist, the story of the literary work will be boring or seem ordinary, but when this antagonist role is present and balances with the protagonist, it will become an interesting story in a literary work. The last characteristic is that the tritagonist is a characteristic that is quite rarely used by the author, so the readers will rarely find a character with this tritagonist characteristic who has a character as a mediator who acts as a neutral character compared to the protagonist and antagonist.

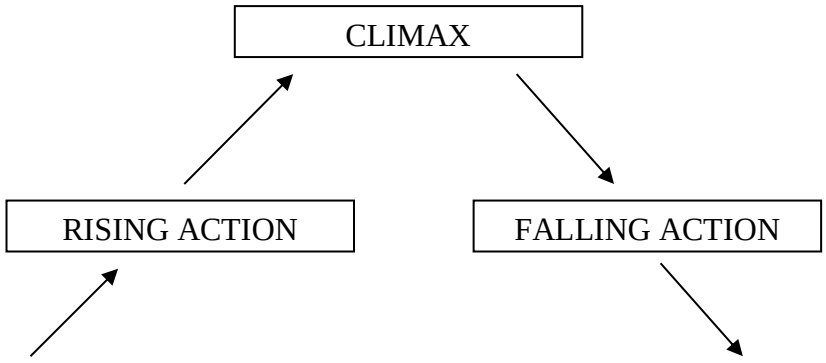
Based on the previous explanation, the writers conclude that the character is an important actor in conveying the author's moral message to the reader because the role of depicting the character is based on the behavior or speech of the characters so that the reader can catch the moral message, whether it is good or bad, through the characters. Characters also play an important role in making the story

work, which is assisted by the characteristics of the different characters who are divided into, antagonists, protagonists, and tritagonists.

2.2.2. Plot

The plot is an element in a literary work, each part of which will be interconnect with one another with cause and effect and each part will bring how the story runs until it reaches the end desired by the author. Birkets (1997:37) said that plot is what arises the moment the characters, or characters are set into motion and characters are the pieces on the chessboard, and the plot is the strategic moving of those pieces. The plot is like a chessboard that is moved by the author according to the strategies that have been arranged on the piece. In a literary work, it is impossible to just pass a flat story, of course, there will be some conflicts, events, or concerns from the author that are poured into his writing, this is what will make the story interesting so that it is not boring for the reader. The plot does not only exist in a novel but also in other literary works, such as plays, dramas, or movies.

The plot provides every detail and detail of the literary work, the element that is commonly referred to as the pyramid plot consists of five parts, namely exposition, complicated action, climax, falling action, and resolution. It is referred from Charles (1987: 136-137).



EXPOSITION

RESOLUTION

a Exposition

The exposition of a literary work is to introduce the most basic part of the story, which will introduce the setting, each character, and their characterization. In this exposition, it will be know how this storyline will work by looking at the relationship between the characters with one another as well as based on time, place, and situation how the next plot will develop.

b Rising Action

The second part of the plot in this story is the beginning of the emergence of a conflict in the story, which will start with the characters who cause problems.

c Climax

This section is the tensest part of a story because it has entered the core of the internal or external problems or conflicts that occur between the protagonist and antagonist characters.

d Falling Action

The conflict in this section has begun to subside and will soon find a solution to the core problem or conflict that occurs between the characters.

e Resolution

Enter at the end of a story where the conflict of problems between the characters in the story has found and resolved the solution at the end of the story.

The five elements of the pyramid plot are interrelated with each other in the passage of the plot in a story, starting with the most basic thing, namely the introduction, then entering the beginning of the problem, which will then become the core of the conflict or problem in the story, looking for a solution to the conflict, and finally how the conflict was discovered and resolved at the end of the story.

2.2.3. Setting

The setting is part of a story as a supporter of the situations and conditions that exist in the story which consists of the setting of time, place, and atmosphere. Warren and Wellek said, "Setting is environment; and environment, especially domestic interiors, may be viewed as metonymic, or methaphoric, expressions of characters." (1970: 221). For this setting, it provides a more detailed description of the author to the reader in order to get a more detailed image or imagination of the overall story which is often described with a narration or character who will describe the setting.

At the beginning of a literary work, the authors often mention several things to introduce the character, environmental conditions, place, time, or atmosphere. This is to give the reader an idea of the situation in the story. According to Stanton (2007: 43-44), the setting is the description of the situation or condition that covers the story including the description of place and time. From this explanation, it can

be proven that the setting is a description of the situation or condition that occurs in the story and is described from the time, atmosphere, and place.

Of the three elements of the setting division, all three have their own functions and meanings in a story but of course, they are interrelated with each other, such as the setting of time, the setting of the place, and the setting of atmosphere.

a. The Setting of Time

   It show the various times in the novel whether it is specifically mentioned by date, month, and the year or just like morning, afternoon, evening, and night or in some novels it only mentions the winter, spring or snow season from the description of the story.

b. The Setting of Place

   It describes the location of the story depiction in the form of a place of residence, street, or city name so that the reader gets a picture or imagination that will be conveyed by the author through the description of the place. Sometimes the author will immediately mention home or New York if that is the name of the city used in the story.

c. The Setting of Atmosphere

   It is closer to the character that describes the mood of each character in a certain situation who can feel emotion, sadness, happiness, or morality in the story.

The three settings in the story, of them, have an attachment to building a story to reach the ending expected by the author and this setting has an important effect on readers so that they can easily grasp the intent and purpose of the author.

2.2.4. Theme

Theme is a basic thing on the intrinsic and also important elements which are the main idea of a story made by the author before forming the whole story. The theme which is the main core in a story includes the conflicts that will arise in a story which ultimately from this theme is arranged to form a complete and purposeful story. Stanton (2007:37), the theme is an aspect of the story that parallels the meaning in human experience, something that makes an experience so memorable. From an event or experience felt by the author, it can be the basis of a theme or central idea of a story. The conflict between good and evil, growth, maturity, love, freedom, death and others. Interpret the theme as a subject of discourse, general topic, or major issue that is poured into the story Shipley (1962: 417). The theme related to morality is a literary work that raises the issue that occurred, which is wrapped into a story that has a special moral message that can be taken by the reader. The theme in a literary work is an experience felt by humans related to the surrounding situation until it is used in a story to convey its message to the readers.

Based on the previous explanation, the writer can conclude that the theme is the main idea that is taken based on the experience, event, or an issue experienced by a writer who has a purpose to convey to the readers. Which serves to show the general picture in the story.

2.3 Moral Values

The moral values given by literary works have an impact on humans in social behavior in everyday life. This moral is also divides into two, there are moral values that have a good impact and some that can have a bad impact on the reader, this shall return to the reader whether they shall take a good or bad impact from the reading they read, or they can unconsciously absorb the bad effects of what he reads. Therefore, it is important for us to choose the readings that shall read and then take a good impact or positive impact from the moral values that are tucks away in the story. Because indirectly the reader shall find the moral values of a book, novel, or story from the depiction of an author through characters or characterizations in a story line of a literary work.

Morals are actions or attitudes related to good and bad depending on the norms, values, and dignity that apply in society, which covers all life issues. A moral is something that the author wants to convey to the reader, which is the meaning contained in a literary work and the meaning suggested through the story (Nurgiyantoro, 2009: 321). If it is associated with literary works, the morals of a character or story can be seen from the character's behavior, which reflects good or bad behavior. Moral comes from the Latin word is *mores* which comes from the syllable *mos*. Mores etymologically means behavior, habits, character, morals and also develops means habits in good behavior (Darmadi, 2009: 50). The problems of life and human life can be divided into issues of human relations with oneself, human relations with other humans in the social sphere, including their relationship with the natural environment, and human relationships with God (Nurgiyantoro,

2009:323). Human life in everyday life cannot be separated from the prevailing norms, values, and dignity. If in Indonesia, which is predominantly Muslim, the norms, dignity, and values that are often used are in accordance with Islamic law, then if it is said in Islam that something is true, then people will also think it is true, but if there is something in Islam that is wrong, then this is also wrong in the eyes of society.

Like every day human life, human behavior will not go unnoticed between humans and one another, if there are humans who do good then other humans will judge that the person is good, the morals of the goodness that the person does from doing good can affect other people. On the other hand, if someone does something bad and then those people know the bad thing, they will be insulted and abuse, of course, people who see and know it is bad will not do the same thing. Morals that apply in society are binding between individuals with one another in terms of attitude, behavior, and associating all must pay attention to the existing norms, dignity, and worth.

Value is something that is valuable, important, and useful for humans that are believes to be an identity that provides a view, way of thinking, feeling attachment, and behavior that applies in society. The values used by society are generally use to assess or consider the activities carried out by an individual that connects one another and then makes a decision on what is done. This assessment based on the norms, dignity, and values that apply in society and cannot be separated from elements in humans such as physical, material, creativity, initiative, taste, and belief. If it is associated with literary works, then values and literature,

complement each other because literature is a reflection of everyday human life which has a high value and is written in the form of a literary work. Morality is use to show actions that can lead to judgment or focus more on human actions, while ethics is used to study the system of values or codes (Poesproprodjo, 1984: 2). The author tries to reflect on human life, which has interesting values by raising an issue or concern and then giving an aesthetic element to make it more interesting for readers to read the literary work.

Moral values are behavioral values or actions that cannot be separated from humans, both individuals and groups, that have quality if they have a relationship with other values. Since childhood, moral values have been instilled in everyone with a small example of parents always saying *when you grow up, be a person who is useful to everyone around you.* These words have indirectly informed about the moral values that are still in us that must do good and useful things for the people around us. The behavior that they show by showing politeness in speaking or speaking also becomes a value in the eyes of society. Moral Values are the people's beliefs about what is important in life, Ursery (2002:2). With what people believe about good and bad things, that is what they will apply to everyday life to judge one person and anothers, that is how moral values work in society.

There are various kinds of moral values that apply in society. starting from religious morals, cultural morals, and moral ethics. All of these morals can be formed from habits or from the influence of the surrounding environment. Based on Cohen (1973:3) Despite the fact, what they have done and how they have done it is the result of their representation in defining the morality values that apply in

their social environment. Unconsciously, it can be seen that something that is done is good or wrong because of habits from the environment that are taught indirectly in everyday life. Giving alms, behaving towards others, respecting trust, being tolerant of minority people, or simply saying "excuse me" in front of people when passing in front of them are all basic morals that are clearly known to be good things. But there are also those who are said to be morally deviant. When someone behaves impolitely, takes things that do not belong to him, does not respect others or to the point of injuring others, it is said to be impolite behavior or moral deviation.

In this life, every day the writers often see so many events that occur in life, both good and bad things are says to be moral as the author found. According to Merriam-Webster, Moral is concerning or relating to what is right and wrong in human behavior. In this life, of course, do not live alone, every person live side by side with other living beings, everyone has a different perspective, there are people who when doing something good may think it is a bad thing, and there are people who when do not a good thing but for him, it was a normal action. Therefore, the existence of a rule, norm, or order of life that applies, is referred to as a mutually agreed upon rule so that these rules can run well and continue from time to time. The moral of the story is usually one of the suggestions related to certain morals that are practical and can be taken or interpreted through the story concerned with the reader, according Nurgiyantoro (2009: 321). Morals that occur in society in everyday life are bound to one individual with another individual or with the existing layers of society, so our attitudes and traits are sometimes binding and must

follow all existing rules, norms, or orders. Such is the moral that talks about right and wrong that occurs in everyday life.

Not far from the morals that exist in a literary work with the morals that occur in everyday life. In a literary work, moral is seen from what happens in a story and is related to good and bad. According to Sayuti (2000:188), the moral of the story is usually intended as a rather practical piece of moral advice that can be taken from a story. The moral of the story is usually one of the suggestions related to certain morals that are practical, can be taken or interpreted through the story concerned with the reader, according to Nurgiyantoro (2009: 321). The interpretation of the story is taken as a guide by the reader becomes a suggestion regarding the moral or meaning of life which is conveyed by the author to the reader of his work, this suggestion is indirectly conveyed through the story related to behavior, social environment, nature and meaning of life.

Morals in everyday life are sees from the behavior or relationships between individuals and other individuals or with several layers of society that exist in the everyday environment. It is not much different from a literary work, the moral or content of the message is in the character, behavior, storyline, or how the author write or conveyed his message through the story. According to Nurgiyantoro (2009: 321), the moral is something that the author wants to convey to the reader, which is the meaning contained in a literary work and its meaning is channel through the story.

The moral of the main character will not be much different from the moral understanding itself where the moral message is sees from the good or bad things

that the main character does in a literary work. If an author conveys describes good things for the main character, then writers can take good things from the main character, or even use his behavior as an example if it is by the norms and rules that apply to everyday life in our environment, but if the moral of the character is described by the author as having a negative impact, it is sufficient if it is used as a lesson that one should not do the same thing as that character in a literary work. However, the main character does not have to only take the good side, and the bad side is only used as a learning tool without being demonstrated in social life in everyday life.