

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes the underlying theories of the study. The researcher wants to take some theories concerning of the study. There are some topics and references of this review of literature. They are novel, values, character, values of character education, and attitude change.

A. Novel

Novel is one of kind of the literature. Many people take the interests to read novel because usually the story in the novel content show how the writer bring them to the story plot. It is about reality even only imagine or moreover is only fiction from the writer with the best sentences by literature language. According to Cuddon, in his book that novel is derived from Italian *novella*, 'tale, piece of news', and now applied to a wide variety of writings whose only common attribute is that they are extended pieces of prose fiction. But 'extended' begs a number question. The length of novels are between 60,000 words and, say 200,000.¹

Types of novel are basically same with the genre of the novel itself. The novels are categorized by genre of the people understanding about what the novel they will read. Each genre also has its own traditions because every

¹ J. A. Cuddon, *A Dictionary of Literary Terms and Literary Theory (Fifth Edition)* (West Sussex, UK: Wiley-Blackwell Publishers, 2013) , 477.

characteristic of the novel brought the story for reader. These are some major genres of the novel: 1) Mysteries, 2) Science fiction 3) Fantasy 4) Westerns²

Basically, novel is a fiction that the writer wants to tell the story in a book. The story in the book could be a true story or imaginative from the writer himself. Novel is a bridge of writer to write the whole drama of the stories and some could be an inspiration of reader who read the novel based on content of the stories.

B. Characters

A character is someone who acts, appears, and plays the characterization in a literary work, usually for fiction or drama. Characterization is the art and technique of representing fictional personages, depends upon action or plot as well as narration and point of view.³ Novel is a branch literature from fiction that is played by a character. Character in the novel is the people who play the story from the first until the end of the story.

According to Forster, characters are familiar by people in commonplace. Forster's distinction is meant to categorize the different qualities of characters in literature and examine the purposes to which they are put. There are two categorizing of character in literature conducted by Foster. They are flat and round character.

² Nancy Strauss, "Types of Novels and Which One You Should Write" *Creative Writing Now on line*, <http://www.creative-writing-now.com>, accessed on 13 April 2015.

³ Alison Booth et. al., *The Norton Introduction to Literature* (New York: W. W. Norton & Company, Inc, 2006), 119.

A “flat” character, according to can be summed up acts as a function of only a few fixed character traits. “Round” characters are capable of surprise, contradiction, and change; they are representations of human beings in all of their complexity. Forster’s aim, however, is not to elevate the round at the expense of the flat, although he admits that the round is on the whole always a more interesting creation. Instead, he argues that there are compelling artistic reasons for a novelist to employ flat characters.⁴

C. Values

Value is derived from Latin word *vale're*, it means useful, capable, have power, force, so it is defined as something that is considered to be good, useful and the most valid according to the belief of a person or group of people. Value is the quality of a thing that makes it pursued, appreciated, useful, and it can make people become respectful.

According to Steeman (Eka Darmaputera, 1987: 65) value is something that gives the meaning of life. It gives the reference, the starting point and purpose of life. Value is something that is held in high esteem position, which can color and animate people's actions. The value is more than just a belief. Value always involves the thinking and action, so there is a very close relationship between values and ethics.⁵

Term of values According to Hill (1991:4) when people speak of values they usually refer to those beliefs that is held by individuals. They attach for

⁴ E. M. Forster. *Aspect of the Novel* (New York: Rosetta Book LLC, 2002), 4.

⁵ Sutarjo Adisusilo. *Pembelajaran Nilai-Karakter* (Jakarta: Rajawali Pers, 2012), 56.

special priority or worth and tend to order their lives to follow the values. A value is not only a belief but also more than a feeling.⁶ It condition shows that the values are based from someone who wants to judge something. Values are the term why the people can give the parameters of human and their own values in this life.

Kluckhohn, mention that values are conceptions of explicit or implicit characteristic of a group. He also gives the definition of values, that is 'influence the selection from available modes, means and ends of action'. This makes the important point that there is a link between values and motivation. Whenever we are doing something deliberately—and not only when we are consciously deciding to take one course of action and reject another, as the statement from Willower might suggest—our values will be influencing us in what we do and how we do it, even though we may not have spelled out our reasons for acting in one way rather than another.⁷

D. Character Education

In section 1 verse 1 UU number 20, 2003 about National Education System explained that the education is the deliberate effort and plan to create learning condition and process of learning in order to the students to be active to develop the potential. The people should have the spiritual power in religion, personality, perspicacity, wisdom attitude, and skill that will be need for him, society, nation and country.

⁶ Joan Stephenson et al. *Values in Education* (London: Taylor & Francis e-Library, 2005), 3.

⁷ Graham haydon. *Values for Edcuational Leadership* (London: SAGE Publications Ltd, 2007), 8.

In that understanding mention that the education is the deliberate effort and planned, not the effort in accidental or immediately comes. In other word it is not in random. This condition matches with the education character by Lickona: Character education is the deliberate effort to help people understand, care about, and act upon core ethical values.

It can conclude that character education is the deliberate effort to create policy. Those policies are the human quality for objective, not only for the individual condition but also good for the people in the country as the nation. In other words, the education character is the hard effort to understand, create, and give the etic of values for him/her for individually or for all people or the nation in the countries.⁸

E. Values of Character Education

According to Lickona, the values in the character of education refers to moral values. In relation with phase of the moral value of human life, Lickona connects moral knowing, moral feeling and moral action as follows:⁹ Lickona conduct the good characters using the diagram of three components which always connect one to another.

⁸ Suparlan, "Pendidikan Karakter", *Suparlan on line*, <http://suparlan.com/>, 02 July 2012, accessed on 12 April 2015.

⁹ Thomas Lickona, *Educating for Character. Mendidik untuk Membentuk Karakter*, terj. Juma Abu Wamungo. (Jakarta: PT Bumi Aksara 2013), 84.

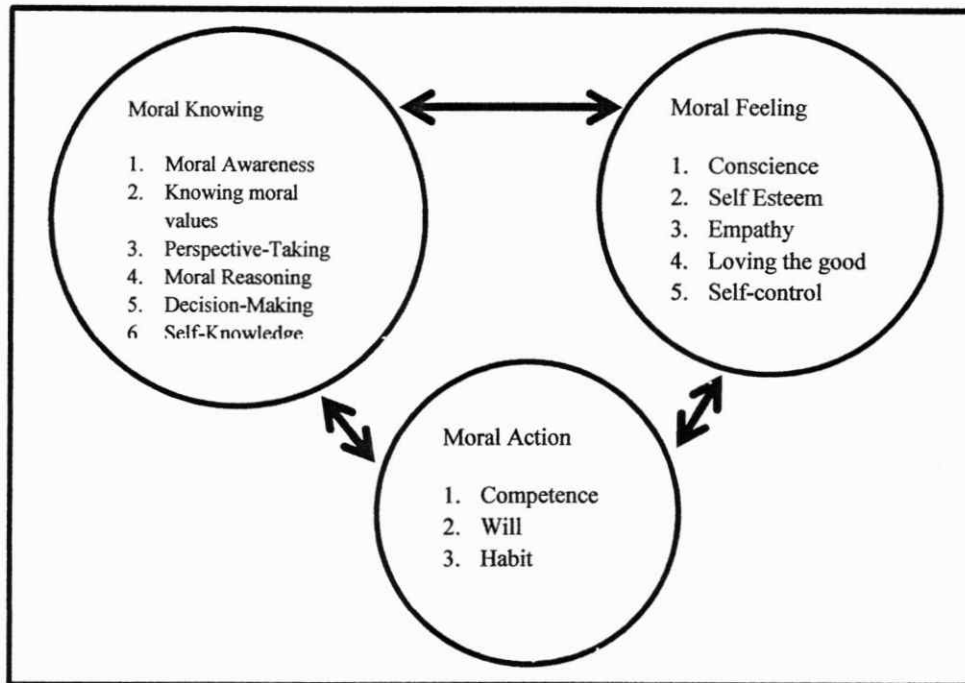


Figure 1. Component of Good Characters by Thomas Lickona

The arrows that connect each other are meant to conduct the mutualism nature from each domain. Moral knowledge, moral feelings, and moral action are not use as part that is separated, but they are doing penetration and influence each other.

1. Moral Knowing

The people need many different kinds of moral knowing as people deal with life's moral challenges. The following six stand out as desirable goals of character education. There are moral awareness, knowledge of moral values, knowing moral values, perspective-taking, moral reasoning, decision-making, self-knowledge.

a. Moral Awareness

Moral awareness is when young people need to know that their first moral responsibility is to use their intelligence to perceive that a situation requires moral judgment and then to think carefully about what the right course of action is. Helping the people develop that habit of mind requires patient and persistent effort. The second aspect of moral awareness is taking the trouble to be informed. Very often, in making a moral judgment, people cannot decide what is right until they know what is true.

b. Knowing Moral Values

Moral values (such as respect for life and liberty, responsibility toward others, honesty, fairness, tolerance, courtesy, self-discipline, integrity, kindness, compassion, and courage) define the many ways of being a good person. "Knowing" a value also means understanding what it prescribes in various life situations.

c. Perspective Taking

Perspective taking is the ability to take the viewpoint of other people; see a situation as they see it; and imagine how they might think, react, and feel. It follows that a fundamental goal of moral education must be to help students experience the world from the point of view of others, especially peers who are "different" in some way.

d. Moral Reasoning

Moral reasoning seeks to formulate principles (e.g., the "Golden Rule" or "respect the rights and worth of all persons") that help person establish a hierarchy of values and decide what to do when values conflict.

e. Decision Making

Decision making is being able to think one way through a moral problem in the manner. Although it may seem complex, this "What are my choices? What are the consequences?" to making moral decisions that has even been taught in a simplified form to preschoolers.

f. Self-Knowledge

Self-knowledge is the hardest kind of moral knowledge to obtain, but it is essential for character development. Developing moral self-knowledge includes becoming aware of the strengths and weaknesses of the individual characters and how to compensate for our shortcomings.

2. Moral Feeling

Moral feeling is emotional moral life. Aspects of the emotional moral life that warrant the attention as people try to educate for good character are conscience, self-respect, empathy, loving the good, self-control, and humility.

a. Conscience

Conscience has two sides: a cognitive side (knowing what is right) and an emotional side (feeling obligated to do what is right). It means

that lots of people know what is right but feel little obligation to act accordingly.

b. Self-Respect

Self-respect refers to self-esteem. It comes from research that shows the positive feelings about the self are part of healthy personality development and correlate with prosocial behavior. From a character perspective, however, self-respect is the preferable term and the object of the educational efforts.

c. Empathy

Empathy is identification with, or the vicarious experience of, the inner state of another person. Empathy enables people to climb out of their own skin and into another's. It removes the boundary between self and others. It allows them to enter into what another person is feeling. Empathy is the emotional side of the cognitive skill of perspective taking.

d. Loving the Good

Loving the good is the highest form of character includes being genuinely attracted to the good. When people love the good, they take pleasure in doing good.

e. Self-Control

Self-control is also necessary to curb the people in uncontrolled happiness or badness because the young people has a high emotional construction when they do something. Self-control becomes a greater

part of the character of young people, problems such as teen substance abuse and sexual activity will not be significantly reduced.

f. Humility

Humility is a neglected moral virtue but an essential part of good character. Humility is the affective side of selfknowledge. It includes both genuine openness to the truth and a willingness to act to correct our failings.

3. Moral Action

Moral action is the component of character that brings knowing and feeling to fruition. Moral action has three aspects: competence, will, and habit.

a. Competence

Moral competence means having the skills to turn moral judgment and feeling into effective moral action. Morality deals with human relationships and interactions, which are often inherently difficult to manage. Competition is one way to solve a conflict fairly.

b. Will

Will is what mobilizes our moral energy and enables us to do what we know and feel to be right. It takes will to keep emotion under the control of reason. It takes will to see and think through all the moral dimensions of a situation, consider alternatives, weigh consequences, and put ourselves in the other person's shoes. It takes will to put duty before pleasure and carry out our responsibilities as best we can.

c. Habit

A "habit" is any reasonably consistent pattern of thinking or feeling as well as acting. The concept of habit is especially central to moral action. In a great many situations, moral action benefits from habit.

In a note, in explanation above, the application is used for western. As we know that in western, the education is more progressive than education in the developed countries although some of the points are not different to use in the developed country. One of the developed countries is Indonesia. In Indonesia, the character education is more dominant to nationalism and religion.

Indonesia with the biggest nation of Muslim applies to the points of character education by *Kementrian Pendidikan Nasional (kemendiknas)* (ministry of national education) as the reference to the character education. Although some chapters has the same way from western, the points of character education in Indonesia use the references of *Panduan Pelaksanaan Pendidikan Karakter* (A Guiding for Using Character Education) that is written by *kemendiknas* to adjust the characteristic values character education in Indonesia.

Based on Ministry of national education in Indonesia the values of character education divided into 18 points that is sourced from religion, *pancasila* (the official philosophical foundation of the Indonesian state), culture, and the purpose of national education, as follows: 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Hard Work, 6) Creative 7) Independent,

8) Democratic, 9) Curiosity, 10) The spirit of Nationality, 11) Loving Homeland, 12) Rewarding Achievement, 13) Friendliness, 14) Loving Peace, 15) Pleasure for Reading, 16) Environmental Care, 17) Social Care, 18) Responsible. (Sourced from: *Pusat Kurikulum. Pengembangan dan Pendidikan Budaya dan Karakter Bangsa: Pedoman Sekolah*. 2009:910).¹⁰

No.	Values	Descriptions
1	Religious	Attitude and behavior that is obedient to do the religion of their faith, have tolerant with another religion, and life harmony with another religion.
2	Honest	Behavior that do the effort of making themselves as the people that always can to be believed in saying, doing, and working.
3	Tolerance	Attitude and behavior that appreciating the differences of religion, tribe, ethnic, opinion, and another person who have different behavior from him/herself.
4	Discipline	An action to show the obedient attitude and orderly obey to any terms and rules.
5	Hard Work	The attitude that shows seriously effort for solving many obstacles to learning, working, and resolving the duty kindly.
6	Creative	Thinking and doing something to produce the new ways and result from something possessed.
7	Independent	Attitudes and behaviors to people that is not easy to depending on others to solve the duties or problems.
8	Democratic	The way of thinking, acting, and doing that have the same right and obligation of him/her and others.
9	Curiosity	Attitude and behavior that always make a serious effort to know more and widely from something that is learned, looked, and listened.
10	The spirit of	The way of thinking, doing and insight to place the nation and country beside on his/her concernment of him/self and

¹⁰ Kementerian Pendidikan Nasional Badan Penelitian Dan Pengembangan Pusat Kurikulum dan Perbukuan. *Panduan Pelaksanaan Pendidikan Karakter* (Jakarta: Kemendiknas, 2011), 3.

	Nationality	his/her groups.
11	Loving Homeland	The way of thinking, being, and doing that show loyalty, caring, and high appreciation of the language, physical environment, social, culture, economy, and politics.
12	Rewarding Achievement	Attitudes and actions that encourage him/her to produce something useful for society, and acknowledge and honor the success of others.
13	Friendliness	The actions that take attention for pleasure to speaking, friending, and in collaboration with others.
14	Loving Peace	Attitudes, expression, and actions that cause others to feel happy and safe on the presence of himself.
15	Pleasure for Reading	Habits taking time to read a variety of literature that gives well for him.
16	Environmental Care	Attitudes and actions that always want to prevent the damage for nature environment beside him/her, and develop the efforts to improve the damage of nature that was happened.
17	Social Care	Attitude and action that always want to give helping to others and society that need to help.
18	Responsible	Attitudes and behavior of a person to perform his duties, his/her should do, of self, society, the environment (natural, social and cultural), country and God Almighty.

Figure 2: Character education values of *kemendiknas* (explained by Suparlan)¹¹

F. Attitude Changes

Attitude change is the changes for people after get many experiences in their life. Attitude change comes from two factors. Those are inside and outside factor. Inside factor means the factor that come from someone's psychology to

¹¹ Suparlan, "Pendidikan Karakter", *Suparlan on line*, <http://suparlan.com/>, 02 July 2012, accessed on 12 April 2015.

change his life from spirituality that connects with improve heart and mind. Whereas, an outside factor is a factor that changes people from many experiences from outside or in this real life to connect with their environment.

Attitude change divided into 2 parts those are attitude change to become negative and positive. Attitude change becomes a negative is when people are changed from a good to be bad condition because of process of the wrong way to life. The factor that influences negative attitude change is dominant from outside, because negative attitude change is easier to do. Whereas, an attitude change becomes positive is a change from people in common even a bad to be better. The factor of positive attitude change brings the people to a kindness. A positive attitude change is more difficult to be done, because if someone wants to be changed in positive, they must follow the rules, boundaries, and ability to bring their self to be positive.