

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter explains the theoretical framework, which consist of literature, novel, Rules of Civility novel, character, character analysis, and character education. Furthermore, this chapter describes the previous study related to this study.

#### **A. Literature**

Literature sometimes people called as printed word. The word “literature” can be used to refer to anything written (Barnet, et al., 2006). The definitions, therefore, usually include additional adjective such as aesthetic or artistic to distinguish literary work from text such as magazine, newspapers, and so on. According to (Wellek & Warren, 1956) the literature mirrors and expresses life that is even six more ambiguous, while (Rees, 1973) sees it in the narrow sense of writing which expresses and communicates thought, feelings and attitudes towards life. It means that the literature comes up from the events happen in the society.

Commonly, literature has three general genres, they are Drama, Poetry, and Prose. The word ‘drama’ is derived from the Greek word ‘dran’ means ‘to do’ or ‘to act’. Poetry is created in various forms and the classification is based either on technique of writing or content. The word ‘prose’ is derived from the Latin *prosa*, which literally translates to ‘straightforward’. Prose is the ordinary form of written language. Prose is adopted for the discussion of facts and topical reading, as it is often articulated in free form writing style. (Rees, 1973) classify prose into two, fiction prose and nonfiction prose. Fiction, originally meant anything made up or shaped, is prose stories based on the author’s creation and imagination. It includes myths, parables, novels, romances, and short stories. On the other hand, nonfiction is literary works which describe or interpret facts, present seven judgments, and opinions. It consists of news reports, essays, magazines, newspapers, encyclopedias, broadcast media, films, letters, historical and biographical, works and many other forms of communication. In this

research, the researcher will make the limitation about an analysis on the main character in the novel that inspire character education.

## **B. Novel**

Novel is normally a prose work quite some length and complexity which attempts to reflect and express something of the equality or value of human experience or conduct (Wellek & Warren, 1956). Novel is a book-length story in prose, whose author tries to create the sense that while we read, we experience actual life. Novel is also one of literary work that tells complex story. some definition of the novel would more strictly limit its province. "The novel is a picture of real life and manners, and of the time in which it was written," declared Clara Reeve in 1785 (Kennedy & Gioia, 1995). Novel has some plots start from exposition, rising action, climax, falling action and resolution.

### 1. Exposition

Exposition is the part of a story that introduces the readers to the world of the story and provides the necessary information to understand the plot. The author may describe the setting, introduce the main characters, and establish the tone and mood of the story. the exposition is important because it sets the stage for the rest of the story and helps the readers understand the context and motivations of the characters. It is an essential part of the story because it provides the foundation for the story and helps the readers engage with the characters and the plot.

### 2. Rising Action

Rising action is the part of the story where the tension and conflict increase, and the characters are faced with challenges and obstacles that must be overcome. During the rising action, the stakes of the story become higher, and the characters are forced to make difficult decisions and take action that effects the outcome of the story. This is where the plot becomes more complex and the readers becomes more invested in the outcome.

### 3. Climax

Climax is the highest point of tension or conflicts in a story, where the main character and other character come to a head, and the outcome of the

conflicts is revealed or decided. Climax provides the culmination of the rising action and sets the stage for the falling action and resolution.

#### 4. Falling Action

Falling action is the part of a story that occurs after the climax and leads to the resolution or conclusion. It is the part of the story where the tension and conflicts that were build up during the rising action start to unravel, and the story begins to wind down toward its conclusion.

#### 5. Resolution

Resolution refers to the part of the plot where the conflicts or problem is resolved and the story comes to a conclusion. It is the point where loose ends are tied up and questions are answered. Resolution provides a sense of closure for the reader or audience and could be either positive or negative, depending on the outcome of the story.

Novel refers to a genre of fiction and fiction who defined as the art, the story usually represents a human life. Fiction belongs to a large category of communication called narrative. Narrative is the telling of a story, and a recounting of events in time (Griffith, 2001). This is one of the genres that the writer could freely speak about their experience by other people with various rules between their interaction and the environment. Many people read a novel in their spacious time. It helps them to avoid having nothing to do. In this study, the researcher wants to analyze the novel entitle *Rules of Civility* by Amor Towles.

### **C. *Rules of Civility* Novel**

*Rules of Civility* is a novel by Amor Towles that takes place in New York City in the late 1930s. the story follows the life of a young women named Katey Kontent, who is determined to climb the social ladder and make a life for herself in the big city. Along the way, she meets a cast of characters who help and hinder her journey. The *Rules of Civility* in the tittle refer to a set of guidelines for social conduct that were popular in the 1930s. The novel includes several references to these rules, which are designed to promote polite and gracious behavior in social situations. Some of these rules include: dress appropriately for the occasion, avoid discussing controversial topics such as politics and religion, be a good

listener and show interest in others, do not interrupt people while they are speaking, offer compliments and express gratitude, use proper table manner, and avoid excessive drinking and smoking. In addition to these rules, the novel explores themes of ambition, class, and the search for identity. As Katey navigates the world of Manhattan's elite, she learns that success and happiness are not always synonymous, and that sometimes the most valuable things in life come from unexpected sources. Throughout, *Rules of Civility* is a beautifully written and engaging novel that offers insights into the social norms and cultural values of bygone era, while also resonating with cotemporary readers.

#### **D. Character Analysis**

Character in literature is a reasonable facsimile of a human being. The term is frequently applied in two senses: as a reference to a personage in a work, and as a reference to that personage's habits and characteristics his or her total pattern of behavior (Roberts, 1964). Literature refers to the works of creative imagination or based on the fact to give more information, including fiction, non-fiction, poetry, drama, and songs. Novel includes as the prose fiction, is seen by the length of story. Novel consists of some chapters, characters, setting, plot, and theme as the moral issue that impact to the readers. Characters and plots are the important role which make the story more alive and interesting.

Character is also the main element in a novel, without character the story would not be going easily. Characters have the greatest effect to make the story more interesting. Janovsky explained that there are several kinds of character, protagonist is the character who always become the main character in a story. It usually has a good personality. Antagonist has bad personality and always become enemy for protagonist. Dynamic character has some sort of change or character development through the story. Static character is the character does not improve and remains as the certain character. Round character is the character shows many characters through his or her journey in a story. This character could change by his or her experience. Flat character is unchanging character, static and until the end of story agree with what he or she has been thought (Latifah, et al., 2019). Characters are not only represented in human, but also the characters consist of animal, such as in a fable.

According to Robert (1964), there are few steps to determine theme or to indicate character on the characters in a novel including:

1. By what the personage him/herself says (and thinks, in the third person omniscient point of view).
2. By what the character does.
3. By what other characters say about him/her.
4. By what the author says about him/her, speaking as either the storyteller or an observer of the action.

To describe the theme, we could start from introduction. In introduction, there is whatever general statement the researcher makes to describe the character that the researcher wants to analyze. Then, in body, our organization is designed to illustrate and prove our central idea. The researcher has much freedom in organizing the main points. Some possible methods such as organization around central characteristics, organization around central incidents that reveal primary characteristics, and organization around various sections of the work. The last part is conclusion, conclusion should contain our statements about how the characteristics we have brought out are related to the work as a whole.

### **E. Character Education**

According to Lickona (2004), character education as “The deliberate effort to cultivate virtue.” The key word is deliberate. We should not assume that children, left to their own accords, would grow and become young adults of good character. Clearly, children need adults to teach them through example and exhortation. A person’s “character” refers to the disposition and habits that determine the way that a person normally responds to desires, fears, challenges, opportunities, failures and successes. Pala (2011) describes the character of a person in reference to moral judgments about the worthiness of a person. Thus, to have a strong, great, or honorable character is to be a person of merit, worthy of admiration and honor. Character education is particularly important in today’s society since our youth face many opportunities and dangers unknown to earlier generations. They are bombarded with many more negative influences through

the media and other external sources prevalent in today's culture. Character education must involve the whole community start from parents. Parents are the primary and most important moral educators of their children. Then, schools also have big support to the students in creating a positive moral culture, and teachers help to create a moral community, helping the students respect and care about each other and feel valued within the group, and a democratic classroom environment, where the students are involved in decision-making.

Character education could be implemented through reading novels. The characteristics of the characters in the novel might be used as a field for instilling character to the readers. Character education aims to shape and instill positive characters, so that people have good attitudes, actions and care about their surroundings. Here are the benefits of reading novels that could be used for character cultivation and formation as follows:

1. Teaching ethics: many of the characters in the novel contain moral messages and values that could guide the readers to learn and emulate good behavior. To be able to learn and emulate good behavior and character.
2. Cultivate a reading culture: in addition to shaping attitudes and characters, novels could also increase interest and enthusiasm for reading, which will have a positive impact on cognitive abilities.
3. Developing imagination: reading novels could develop the reader's imagination and creativity. So, it is able to give them the space to imagine, but still not leave the essence of their character values. (Habsari, 2017).

Based on the explanation above, it could be concluded that reading novels has few benefits and advantages in the process of character building. With the collaboration of the habit of reading novels and its characters could provide and instill positive character values to the readers.

As an effort to strengthen the nation's character through education, both formal, non-formal and informal education, the Ministry of Education and Culture sets 18 character values (Fadilah, et al., 2021) as follows:

**Table 2.1 18 Character Values**

<b>Character Values</b>	<b>Description</b>
Religiousness	Attitudes and behaviors that are obedient in carrying out the teachings of religion, tolerant of the practice of worship of other religions, and live in harmony with adherents of other religions. other religions, and live in harmony with followers of other religions.
Honesty	Behavior based on efforts to make himself as a person who can always be trusted in words, actions, and work.
Tolerance	Attitudes and actions that respect differences in religion, tribe, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
Discipline	Actions that show orderly and obedient behavior to various rules and regulations.
Hard Work	Action that means the behaviors that indicate an earnest effort to overcome barriers in learning and assignment, as well as complete the task as well as possible.
Creativity	Thinking and doing something to produce new ways or new results from something that is already owned.

Independent	Attitudes and behaviors that do not easily depend on others in the others in completing tasks.
Democratic	A way of thinking, behaving, and acting that equally values the rights and obligations of himself and others.
Curiosity	Attitudes and actions that always strive to know more deeply and broadly from something they learn, seen and heard.
Spirit of Nationality	A way of thinking, acting, and having an outlook that puts the interests of the nation and state above those of self and others. The interests of the nation and state above the interests of self and his/her group.
Patriotic	A way of thinking, acting, and having an insight that places the interests of the nation and state above the interests of self and his/her group.
Achievement Respect	Attitudes and actions that encourage themselves to produce something useful for society, and recognize, and respect the success of others.
Friendliness/Communicative	Attitudes and actions that encourage themselves to produce something useful for the community, and recognize and respect the success of others.
Love of Peace	Attitudes and actions that encourage themselves to produce something



	useful for the community, and recognize and respect the success of others.
Reading Interest	The habit of making time to read various reading that provides virtue for himself.
Care of Environment	Attitudes and actions that always try to prevent damage to the natural environment around him, and develop efforts to repair natural damage that has already occurred.
Social Care	Attitudes and actions that always want to provide assistance to other people and communities in need.
Responsibility	The attitude and behavior of a person to carry out their duties and obligations, which he/she should do, towards oneself, the community, the environment (nature, social and cultural), country and God Almighty.

In this study, the researcher analyzes the main character named Katey Kontent in Rules of Civility novel to find out the character values which the Ministry of Education and Culture emphasizes there are 18 values of characters education.

#### **F. Previous Studies**

To improve our knowledge about character analysis and character education, the researcher reviews some of the previous studies. Those previous studies have correlation with this study. The first research that became a reference for the researcher was the research conducted by Rina Wijayanti, a student of the Department of Teacher Training and Education, University of Islam Riau, published in 2022. The thesis is entitled “An Analysis Character

Education Values Found in English Textbook for Second Grade of Senior High School Published by Kemendikbud 2017". In the study, the researcher has similarities in things that are analyzed that is Character Education, and found 16 Characters Education values from the English Textbook.

The second researcher was Luthfi Nur Ubay, a student of the Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung, published in 2019. Her study entitled, "An Analysis of Character Education in English Textbook Entitled Bright an English for Junior High School Published by Erlangga". The study has similarities, she found some data of Character Education values from Bright an English for Junior High School book.

The third researcher was Gufran, a student of the Social Science Education Department, Maulana Malik Ibrahim State Islamic University Malang, published in 2018. His study entitled, "The Implementation of Character Education in Shaping the Students' Social Behavior Through Integrated Social Science Learning in 8<sup>th</sup> Grade Students of State Junior High School 04 Malang". The study has similarities, he found some data of Character Education values from the school through the preparation of the program consist of syllabus, lesson plan, and teaching materials.

Some of the previous studies above have the similarity with this study especially in the research question. To describe the Character Education values found. But, the different of this study is in the object.