

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAME WORK

2.1 Approach Used

2.1.1 Moral Philosophical Approach

In this research, the researcher uses moral philosophical approach in analyzing the data. The moral philosophical approach is as old as classical Greek and Roman critics. According to Plato in (Guerin, 1992) that literature must exhibit moralism and utilitarianism. Moral philosophical critics believe that the larger purpose of literature is to teach morality and to probe philosophical issues. Moral philosophical approach using if a person wants to analyze moral value or moral messages and life philosophy in the literary works. Samuel was an English writer who made lasting contribution to English literature as a poet, essayist, moralist, literary critic, biographer, editor and lexicographer.

According to Johnson in (Guerin, 1992) the basic position of such critics is that the larger function of literature is to teach morality and to philosophical issues. They would interpret literature with in a context of the philosophical thought of the period or group. The important thing is the moral or philosophical teaching. The critic who employs the moral philosophical approach on a curtaining and stating what is taught.

In this research, the researcher uses theory of Harris and Loudon about moral values. The moral values consist of eight kinds. They are Tolerance, Fairness and Justice, Belief, Kind-hearted, Honesty, Responsibility, Care of soul, and Respect

2.1.2 Moral

Moral is something needed as man to way of life and to get the happiness in the world and in the end of day. Before stepping further to moral values, the researcher intends to note first at discussion about moral.

Morality (from the Latin *moralitas* "manner, character, proper behavior") has three principal meanings (Bertens, 2005) . In its "descriptive" sense, morality refers to personal or cultural values, codes of conduct or social mores that distinguish between right and wrong in the human society. Describing morality in this way is not making a claim about what is objectively right or wrong, but only referring to what is considered right or wrong by people. For the most part right and wrong acts are classified, because they are thought to cause benefit or harm, but it is possible that many moral beliefs are based on prejudice, ignorance or even hatred. This sense of term is also addressed by descriptive ethics.

In its normative sense, morality refers directly to what is right and wrong, regardless of what people think. It could be defined as the conduct of the ideal moral of person in a certain situation. This usage of the term is characterized by "definitive" statements such as "That act is immoral" rather than descriptive ones such as "Many

believe that act is immoral." It is often challenged by a moral skepticism, in which the unchanging existence of a rigid, universal, objective moral "truth" is rejected. The normative usage of the term "morality" is also addressed by normative ethics.

Moral issues concern both behavior and character; they arise when life presents people with such questions as "what should I do (or not do)," "how should I act?" Moral issues arise most fundamentally when the choices people face will affect the well-being of others by either increasing or decreasing it, causing either harm or benefit. The well-being involved can be physical and psychological. Forms of physical harm that behavior can cause include death, injury, disease, disability, and physical pain. Behavior can also cause psychological harm (1) by creating or intensifying such painful psychological states as loneliness, fear, depression, hopelessness, despair, unhappiness, anxiety, and sadness and (2) by eroding such positive psychological states as self-confidence, self-esteem, self-respect, happiness, and feelings of self-worth (Barcalow, 1994)

2.1.3 Value

Human values are a set of emotional rules people follow to help make the right decisions in life. When values are used in a professional setting, they are called ethics. Values are used in everyday decision making at work and at home. Good values instill a sense of integrity, honesty, and diligence in people. Without good values, people would become corrupt, dishonest, and undependable as people and

employees. Companies want to hire employees with a sense of moral value so that they can help improve the company as a whole. Promoting values in every-day life and in the workplace can help promote career success.

Values are related to the norms of a culture, but they are more general and abstract than norms. Norms are rules for behavior in specific situations, while values identify what should be judged as good or bad. Example of flying the national flag on a holiday is a norm, but it reflects the value of patriotism. Wearing dark clothing and appearing solemn are normative behaviors at a funeral. They reflect the values of respect and support of friends and family. Different cultures reflect different values. "Over the last three decades, traditional-age college students have shown an increased interest in personal well-being and a decreased interest in the welfare of others."

Whereas the word "Value" has two different meanings. It sometimes expresses the utility of some particular objects, and sometimes the power of purchasing other goods which the possession of that object conveys (Smart, 2007). The phenomena of value can be divided into Subjective or Personal Value and Objective Value. Generally, value is the subjective sense, the good importance is considered to possess with reference to the well-being of a person.

Furthermore, Value, in the objective sense, is a relation of power or capacity between a good and an objective result (Smart, 2007). (Rosenstand, 2006) states "Most often the word value refers to a moral value, a judgment of somebody's behavior according to whether or not it corresponds to certain moral rules."

Theory of values is third part of philosophy, knowledge theory, essence theory and values theory. Value means cost. Something has value because it is valuable. Commonly, people said that value ties on things and never ties out of things. In other side, some people said that value is out of things. (Juhaya in (Suraida, 2010))

2.1.4 Moral Value

Moral values are things held to be right or wrong or desirable. While morality is sometimes described as 'innate' in humans, the scientific view is that a capacity for morality is genetically determined in us, but the set of moral values is acquired, through example, teaching, and imprinting from parents and society. Different cultures have very different moral value systems. Moral values, along with traditions, laws, behavior patterns, and beliefs, are the defining features of a culture.

Moral values can be understood as one base on which people make decisions whether they do is right or wrong. It is entirely the whole of what each person's belief within their strides (Endraswara, 2008). The highest values of moral judgments are made and often referred as norms, principles, ideals, or standards. Norms is estimated as absolute unchanging moral certainties; in this view there are absolute moral truths to which we must adhere in all situations. Values in the literary works commonly are asserted indirectly within the story. Some values are asserted frequently within the story including didactic value, moral value, and social value.

Moral values are happened by moral behavior in our life. Moral values as faced from a situation where man needs a movement, behave in their habit, their relation with their God, in their culture and in their social life where they live.

There are kinds of moral values stated by (Harris, 2010) such as, tolerance, fairness and justice, belief, kind hearted, honesty, responsibility, care of soul and respect.

a. Tolerance

(Harris, 2010) argued that there are very practical concerns that follow from the glib idea that anyone is free to value anything. The most consequential being that is precisely what allows highly educated, secular, and otherwise well-intentioned people to pause thoughtfully, and often interminably, before condemning practices. Thus, everyone sometimes needs to understand other different belief and behavior. Tolerance is willingness to accept behavior and beliefs which are different from one to another, although you might not agree with or approve of them (Walter, 2008).

b. Fairness

Be fair is being fully separable from human well-being, we are faced with the prospect of there being morally “right” actions and social system that are, on balance, detrimental to the welfare of everyone affected by them (Harris, 2010). According to (Walter, 2008) Fairness is defined as the quality of treating people equally or in a way that is right or reasonable. To simply bite the bullet on this point, as Rawls (Harris, 2010) states “There is no reason to think that just institutions will maximize the good”

c. Belief

Belief is a state or habit of mind in which trust, confidence, and reliance place in some person or thing. Belief is something believed, statement or body of statement held by the advocates of any class of views; conviction of the truth of some statement or the reality of some being or phenomenon, especially when based on an examination of the ground for accepting it as true or real. (Webster, 1981)

d. Kind-hearted

Kind is the equivalent of what has been offered or received. Kind is applying more often to the disposition to sympathy and helpfulness. Kindly is stressing more the expression of the sympathetic, helpful nature, mood or impulse (a kind person with a kindly interest in the problem of other). Being kindhearted is having sympathetic nature: Humane, compassionate. Kindheartedness is the quality or state of being kindhearted. (Webster, 1981).

e. Honesty

Harris in his book states,

“Honesty can force any dysfunction in your life to the surface. Are you in an abusive relationship? A refusal to lie to others – How did you get that bruise? – would oblige you to come to grips with this situation very quickly. Do you have a problem with drugs or alcohol? Lying is the lifeblood of addiction. If we have no recourse to lies, our lives can unravel only so far without others noticing.

Honesty is estimable character; fairness and straight forwardness of conductor adherence to the fact. Honesty is freedom from subterfuge or duplicity, truthfulness, and sincerity. (Webster, 1981).

f. Responsibility

(Harris, 2010) in his book states,

“To say that I was responsible for my behavior is simply to say that what I did was sufficiently in keeping with my thoughts, intentions, beliefs, and desires to be considered an extension of them. If, on the other hand, I had found myself standing in the market naked, intent upon stealing as many tins of anchovies as I could carry, this behavior would be totally out of character; I would feel that I was not in my right mind, or that I was otherwise not responsible for my actions. Judgments of responsibility, therefore, depend upon the overall complexion of one’s mind, not on the metaphysics of mental cause and effect.”

Being responsible is to have control and authority over something or someone and the duty of taking care of it or them (Walter, 2008).

Another perception about moral value stated by Loudon. (Louden, 1992) states as follows:

“The most moral man is the man who tries most to act up to what his light tells him is best. But in that we must remember is included the getting the best light which, up to his light, he can”.

Then, he divided moral values such as:

a. Care of soul

Morality has certainly not always been construed as an exclusively other regarding affair. According to the earliest conceptions of morality, self-perfection rather than the welfare of others is the most important moral commitment (Louden, 1992).

b. Respect

Morally excellent individuals respect all persons (including themselves); and this commitment sets strict limits to what they will allow themselves to do to others, as well as to themselves, in pursuing their ends (Louden, 1992). Justice is the same as fairness in the way people are dealt with (Walter, 2008). Thus, in justice other suggested to show our admiration felt in the name of respect.

2.1.5 Bad Teaching

In human life, all human actions are limited by the rules (norms) to act and behave in accordance with something that is considered by the community. But in human beings still found the actions that are not in accordance with the rules (norms), which occur in the community. Any deviations from the norms or values of society are called deviation, whereas the perpetrator or individual called deviant. The opposite of deviant behavior is often referred to conformity. Conformity is a form of social interaction in which one behaves in accordance with the expectations of the group. In the literature, the authors can show good and bad lessons through the story.

Bad teaching consists of two words bad and teaching. Bad means not achieving an adequate standard, poor or a bad concert (*The American Heritage Dictionary of English Language*, 2000). According to thesaurus the synonym of bad are evil, miserable, poor, immoral, depraved, and prejudicial. Teaching means the act, practice, occupation given by someone, or something taught (*The American Heritage*

Dictionary of English Language, 2000). According to thesaurus the synonyms of teaching are education, instruction, coaching, explaining, lesson, and showing.

It is concluded that bad teaching is something to explain, show and teach the bad things, bad attitude to others. When people show the bad attitude to the other and they imitate your bad attitude, it can be said the people show them bad teaching.

According to (Augustine, 1947) there are some bad characteristics of human which will be used to analyze the bad teaching.

a. Pride

Pride is putting self in the place of God as the center and objective of our life, or of some department thereof. It is the refusal to recognize our status as creatures, dependent on God for our existence, and placed by him in a specific relationship to the rest of his creation.

b. Anger

Anger is open rebellion against God or our fellow creatures. Its purpose and desire is to eliminate any obstacle to our self-seeking, to retaliate against any threat to our security, to avenge insult or injury to our person.

c. Covetousness

Covetousness is the refusal to respect the integrity of other creatures, expressed in the inordinate accumulation of material things; in the use of other persons for our personal advantage; or in the quest for status, power or security at their expense.

d. Lust

Lust is the misuse of sex, debasing it from the holy purposes for which God has given it to us.

e. Envy

Envy is dissatisfaction with our place in God's order of creation, manifested in begrudging his gifts and vocations to others

f. Gluttony

Gluttony is the overindulgence of natural appetites for food and drink, and by extension the inordinate quest for pleasure or comfort.

There are four ways to show bad attitude:

1. Action or gesture.

Action is activities of the man himself who has a very wide range of meanings, among others: walk, talk, cry, laugh, work, and study, write and read. From the description above, it can be concluded that human action is all activities or human activity, whether observed directly, or which cannot be observed by outsiders (Notoatmodjo, 2003). Action can be seen directly and indirectly. Directly, the people can see around us from family, friends, and our neighbors. Indirectly, the people can see from television, smartphone, videotron.

2. Writings

According to Tarin Djago in (Elina Syarif, Zulkarnaini, 2009) writing is a tool to express ideas, ideas and thoughts to others. Writing is one type of communication tools other than by way of word of mouth. Communicating through writing means

people make writing in the form of a message and others to provide information to others. Writings is something that is written as books, poems, essays, and letters. Nowadays, people can find writings not only in books that have been printed. People can read writings through mobile phone from the internet, social media such as facebook and twitter, advertising board and television. From the various types of writings, people can get a lesson after reading it. The right words will make the quality of the writing better. The readers can find the good or bad lessons there.

3. Picture

Picture is a visual representation of a person, object, or scene, as a painting, drawing and photograph. Nowadays picture is very close to human life. We can find different types of picture. Picture has a value of more than a thousand words. According to Katherine in (Sentosa & Haryanto, 2015) picture can also be represented to be conveyed, even images can be very powerful in conveying message beyond words if used cleverly. For example, along the road more often found pictures with words slightly. Road users do not have time to read the long words, displays images much better. With the picture, it helps the people understand a thing. However, not all existing picture gives positive things to the viewer. For example, the picture of same sex marriage in Elementary School textbooks that does not educate. The picture will give a bad teaching to the children.

4. Audio

According to (Sadiman, 2008), audio media is the medium used to convey a message in the form of the emblem - the symbol of audit if, both verbal (word - word

or the spoken language) as well as non-verbal language. Example of audio media is radio. Audio is very influential in the development process of a person's behavior, because we just hear. When we hear something, our brain will quickly respond it. Listen the bad things will give a bad teaching to the person.

Imitation is a process of cognition to action and action as practiced by the model involves the senses as recipients of excitatory and installation perceptual abilities to process information of the excitatory action with the ability to perform motor movements. This process involves the high-stage cognitive abilities because it does not involve only the language but also an understanding of other people's thinking. Neil Miller and John Dollard in (Griffin, 2006) say that imitation is the result of a learning process that is copied from others. The learning process is called "social learning" - "social learning".

Nowadays television is very close to the lives of people. According to Gerbner and Stephen Mirirai in (Griffin, 2006) television as a medium of mass communication has been established as a symbol of the general environment on a variety of communities tied together, socialize and behave.

Based on explanation cultivation theory above, television became the media or the main tool where the viewer learn about the people and culture environment. In other words, the perception of what is awakened in the minds of viewers about the society and culture is determined by the television. This means that, through contact with the television the viewer learn about the world, the people, values (social value) as well as customs and traditions.

After watch the action or gesture, read the writing, see the picture and listen the sounding, the people imitate them. Bad things that they get can give bad teaching to them.

2.2 Review of Previous Studies

In this previous study, the researcher aims to avoid replication of the study. Before choosing this topic, the researcher found five theses related to this research. It is then used to compare those previous and relevant studies with this research. Futher, the comparison that is being made is further explains in terms of this theory, method, summary and relevance.

The first researcher is Febrina from Gunadharma University with the title Moral Values in Joseph Conrad's Novel Heart of Darkness (2010). She used moral philosophical approach in the research. In the research, she purposed to describe the characteristics and the moral values of the main characters, Charlie Marlow and Mr. Kurtz. Heart of Darkness is the novel where Conrad dramatizes the tension in Marlow between the restrain of civilization and the savagery of barbarism. The darkness and the amorality which Kurtz exemplifies are argued to be the reality of human condition, upon which illusory moral structure draped by civilization. The research used a descriptive qualitative research. The research analyzed the moral values of Charlie Marlow and Mr. Kurtz as the main characters. Heart of Darkness is the primary source of data; the data themselves are quotation sentences that explain the

moral values. She took the secondary data such as references from the libraries and the internet as well. Based on the analysis, she finds out that the characteristics of Charlie Marlow are tolerant, critical, curious, honest, caring, and respectful. The moral values of Charlie Marlow are tolerance, honesty, and care. The characteristics of Mr. Kurtz are independent, sacrifice, struggle, intelligent, selfish, hateful and brave. The moral values of Mr. Kurtz are sacrifice, struggle and Bravery.

The second researcher is Dini Rahma Putri with the title *Moral Values in Edward Morgan Forster's Where Angels Fear to Tread* (2010). In the research, she discusses the moral values embodied in novel Edward Morgan Forster titled *Where Angels Fear to Tread*. These moral values seen through the main character in the novel named Mrs. Herriton. To analyze the issues raised in this study, the researcher used moral philosophical approach advanced by Guerin. In the research, she uses the theory expressed by Bertens. Bertens states moral values has characteristics moral values associated with responsibility, moral values related to the duty and moral values related to conscience by connecting a British life in the early 20th century. From the analysis of the three characteristics of the moral values, she concluded that the behavior of Mrs. Herriton as the main character in the novel *Where Angels Fear to Tread* not contain traits associated moral values with responsibility, obligation and conscience. The main figures in the analysis do not fulfilling the responsibilities, obligations and conscience.

The third researcher is Abdul Rajab with the title *An Analysis of Moral Value in the Novel Edensor* Written by Andrea Hirata (2014). The researcher analyzes the

moral values in the novel. The purposes of his research are to identify and to analyze the moral values which are depicted in novel Edensor. The research methodology used is qualitative method. There are primary sources and secondary sources. The data collected are analyzed by data reduction, data display, and data conclusion/verification. In the analysis, researcher found that: there are moral values as very prominent spirit of students' education. Limitedness and poverty do not weaken their spirit to teach and learn, but as challenges to be successful in the future; Great Spirit, hope, creative, optimism are the primary capitals for success and make dream real.

The fourth researcher is Nur Kholis Hidayah from Malang State University with the title Moral Values analyzed from *Negeri 5 Menara* Novel by Ahmad Fuadi (2012). The research is intended to describe moral values in the novel of *Negeri 5 Menara* by A. Fuadi. Moral values described in this research including positive moral value and negative moral value. Then, this research method used is qualitative method specified into text analysis. Thus, the results of the research are the description of moral values in the novel of *Negeri 5 Menara*, (1) the moral value of Deity, (2) individual moral values, and (3) social moral values. All of the values are positive and negative. All of activities based on spiritual value and social value are positive, and on the contrary, activity based on individual is a negative value.

The fifth researcher is Wiwit Mitha Sumartina from Sunan Kalijaga Yogyakarta University with the title Moral Qualities of Poppy Moore's Character in Wild Child Movie (2015). This research has two problem statements, what are moral qualities of

Poppy Moore's character in Wild Child movie and the effect of Poppy's act in Wild Child. This research applied moral and philosophical approach and movie theory about moral. The method used in this research is qualitative method. The finding of this research reveals that there are five bad moral qualities of Poppy Moore's character in Wild Child movie; they are disrespect, disobedience, arrogant and dishonest. And there are two good moral qualities of Poppy Moore's character based on Wild Child movie that are loyalty and responsibility.

Based on explanation above, the researcher concluded that there are some differences and similarities between the researchers. The differences in the study found in application of theory in the previous research. The similarities in the study found in investigated about moral by using moral philosophical approach, method using qualitative method and data from novel.

2.2 Theoretical Framework

Theoretical framework of this research is illustrated below. Theoretical framework in this research begins with the novel entitled *The Painted Veil* by William Somerset Maugham which is written in 1924. In this novel there are some moral values and bad teaching. Then, the researcher analyzes the moral value by using Sam Harris and Loudon's theory and bad teaching by Saint Augustine's theory.

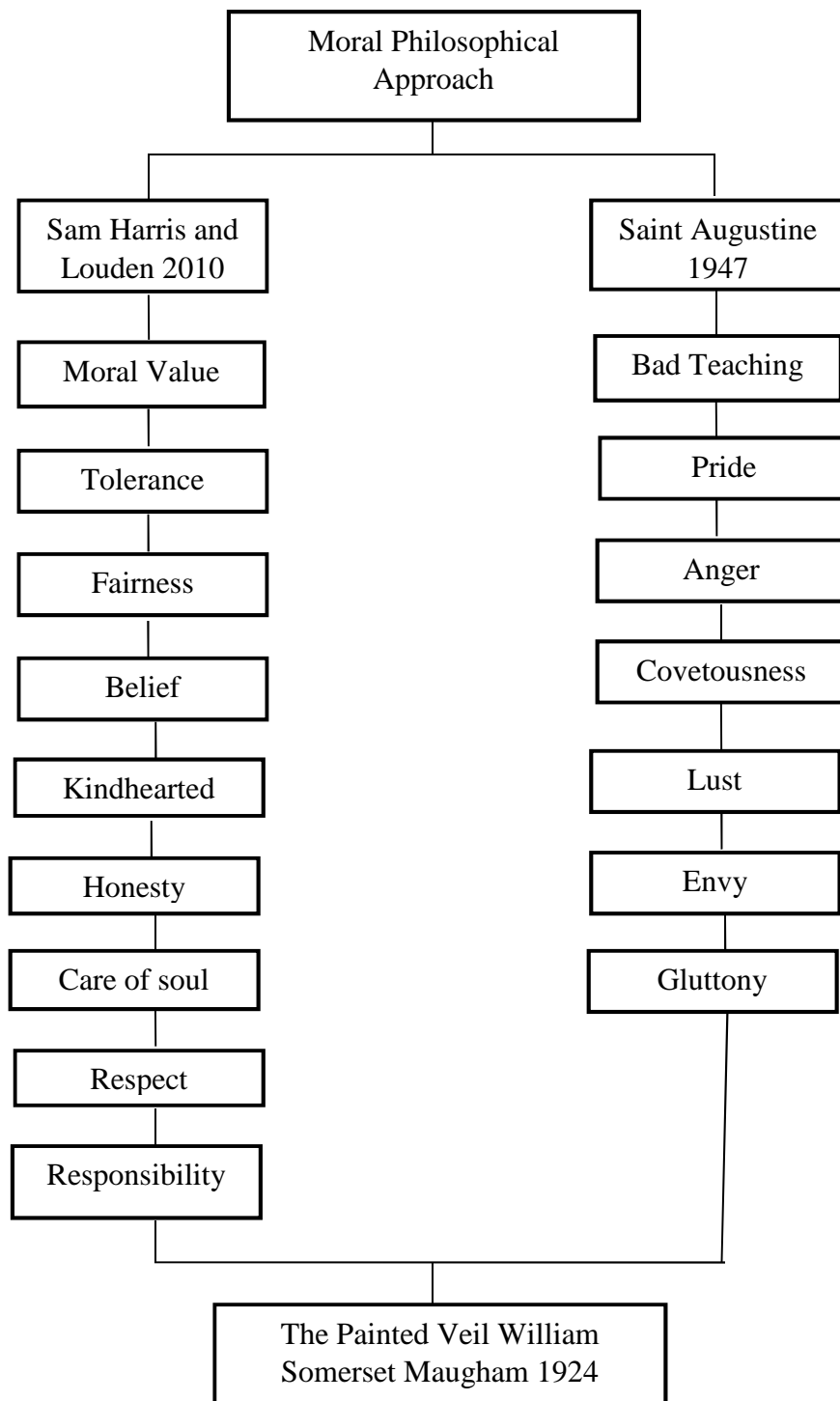


Figure 2.1 Theoretical Framework