

**AN ANALYSIS OF MORAL VALUES AND
MORAL MESSAGES FOUND IN THE “NINETEEN
EIGHTY FOUR” NOVEL BY GEORGE ORWELL: A
MORAL PHILOSOPHICAL APPROACH**

THESIS



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**ENGLISH DEPARTMENT
FACULTY OF HUMANIORA
PUTERA BATAM UNIVERSITY
2018**

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THESIS

**Submitted in Partial Fulfillment of the Requirement for the Degree of the
Sarjana Sastra**



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Here with declare the thesis entitled

AN ANALYSIS OF MORAL VALUES AND MORAL MESSAGES FOUND IN THE “NINETEEN EIGHTY FOUR” NOVEL BY GEORGE ORWELL: A MORAL PHILOSHOPICAL APPROACH

Is the real work of myself and I realize that thesis has never been published in others media before, partially for entirely, in the name of mine or others.

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The thesis has been approve to be examined on the that as indicated below

Batam, 10th August 2018

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ABSTRAK

Penelitian ini berfokus untuk menganalisis novel “Nineteen Eighty Four” yang ditulis oleh George Orwell. Tujuan dari penelitian ini untuk mengetahui nilai moral dan pengajaran yang buruk yang ditemukan dalam "Nineteen Eighty Four" ditulis oleh George Orwell. Dalam penelitian ini, penulis menerapkan pendekatan Moral Philosophical dari teori Samuel Johnson. Untuk mendukung analisis, penulis menerapkan teori-teori Moral Values dan Bad Teaching oleh Sam Harris, Loudon, dan Saint Agustin. Penelitian ini merupakan penelitian deskriptif kualitatif dimana data primer adalah novel "Nineteen Eighty Four" dan data sekunder diambil dari buku-buku dan jurnal-jurnal yang berkaitan dengan penelitian ini. Setelah melakukan penelitian, penulis menarik dua kesimpulan. Pertama, nilai-nilai moral adalah toleransi terhadap pendapat lain, keadilan dalam hidup, menghormati diri sendiri dan keluarga dan kejujuran. Kedua, ajaran buruk yang ditemukan adalah kemarahan, kebanggaan diri dan keluarga dan terlalu nafsu terhadap hal-hal yang tidak dapat dicapai.

Kata kunci : Pendekatan filosofi moral, nilai moral, ajaran buruk.

ABSTRACT

This study focuses to analyze “Nineteen Eighty Four” novel written by George Orwell. The objective of this research to find out the moral values and bad teaching found in “Nineteen Eighty Four” written by George Orwell. In this research, the writer applies Moral Philosophical approach from the theory of Samuel Johnson. To support the analysis the writer applies Moral Values and Bad Teaching theories by Sam Harris, Louden, and Saint Agustin. This research is qualitative descriptive where the data collected consist of primary data is the novel "Nineteen Eighty Four" itself and secondary data are taken from books and journals related to this research. After conducting the research, the writer draws two conclusions. Firstly, moral values are tolerance to the other opinion, fairness in life, respect with self and family and honesty. Secondly, bad teachings found are anger, pride of self and family and too lust towards things that cannot be achieved.

Keywords: Moral philosophical approach, moral values, bad teaching

MOTTO AND DEDICATION

MOTTO

If you put ALLAH SWT first, you will never come last

DEDICATION

This thesis proudly dedicated to beloved family and friends

My parents, Mr. Riduan and Mrs. Hodijah

My brothers, Nico Tobing

My sisters, Herwin

My friends, Andika Saputra, Veronika Nababan, Anggi, Fasbar, Galuh Tri Endra
and all my friends.

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May Allah gives mercy, peace, and love for them. Amin

Batam, 06th August 2018

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

In the early of 21st century, the social condition of Indonesian society has changed for many aspects, especially in social behavior. This happened because of the modernization. The country of Indonesia has reached a very modern stage of thinking; Indonesia itself has been able to create practical and efficient technological tools. Those are found in daily life such as television, mobile phones, computers, laptops, and others, natural resources or human resources used also have important studies in the process of advancement and technological developments that make Indonesia more modern.

In addition, the other causes include the entry of foreign culture to Indonesia. The entry of foreign culture into Indonesia caused one of them because of the globalization crisis that poisoned Indonesia. The influence goes very quickly and involves various areas of life. This influence will have a very wide impact on the cultural system of society. The rapid influence of the foreign culture causes the occurrence of cultural shock, which is a condition where people are not able to withstand the various cultural influences that come from outside so that there is imbalance in the life of the people concerned. The technology that develops in this era of globalization affects the social and cultural character of the social environment.

Modern technology has enabled the creation of free communications across continents, across countries, through rural villages and intruding in urban alleys, through audio and radio (television, internet, etc.) media. Modern phenomena that occurred in the early third millennium are popular with the title of globalization. As a result, this media, especially television, can be a powerful tool in the hands of a group of people or groups to instill or, on the contrary, undermine moral values, to influence or control a person's mindset by those who have power over the media.

Lately there is coming to the surface the news that makes the people of Indonesia sad. It can be seen in variety of reports on various cases that lately occurred in Indonesia. In the cases of a husband and wife, Dupendi murdered his wife, Daliri, sadistically using an ax. Then the case of murder that happened to Eka Putri Lestari a beautiful girl from Malang city that found dead in semi-naked condition. The case of murder that happened at Eka Putri Lestari a beautiful girl from Malang city that found dead in semi-naked condition.

News on television and in newspapers show the incident happened and opened the eyes of the world to know what happened in Indonesia. In this point of view, the incidents show that the moral of people is going down, Indonesia experienced a moral crisis. Moral crisis is the decline in moral values or behavior or one's personal ethics. People no longer run the moral values well.

Moral is a set of acceptable values within the prevailing cultural context. Individual values and moral standards that will encourage one's commitment to

action, resulting in behavioral changes. Education will help students to have good morals, so they act in more acceptable and more productive ways both personally and socially. The changing that occurs in the individual behavior because of the introduction of new information that changes in the basics of trust, values and attitudes. Trust is a collection of facts or opinions of truth, craving, and kindness.

In human life, there is always the problem of morality from time to time, as the ways of life, in every time and place emerging leaders who uphold moral values. Every culture has a moral standard according to the system of prevailing value. Moral is an acts, behaviors, and greetings. When a man performs an action related to the values in the society and the action is received by the society, it is considered that the man performs good moral.

Literature has been widely known by many people and experts. The word 'literature' is derived from the word 'littera' in Latin which means letter. It refers to the written or printed words. However, now, the term 'literature' is more focused and restricted to merely imaginative works, which comes up from the imaginative mind of the story writers. In most cases, literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word (Klarer, 1998).

The term literature seems best if we limit it to the art of literature, that is, to imaginative literature (Welek & Weren, 1963). Literature is also produced by imagination of the author. Literature is not just a document of facts; it is not just the

collection of real events though it may happen in the real life. Literature can create its own world as a product of the unlimited imagination. Novel is one the example of literary works. It contained several of elements and those elements are including intrinsic element and extrinsic element. The novel can be longer and more complex than a short story, novel also there are no restriction of rhyme and structure. An author who wrote a novel called the novelist.

Novel is a story with the prose form in long shape, this long shape means the story including the complex plot, many character and various setting” (Sumarjo, 1998). Novel is a totality, a comprehensiveness that is artistic. As a totality, the novel has passages elements, most related to one another in close and mutually dependent. The elements of a novel-builder that then collectively form a totality that-in addition to the formal elements of language, there are many more kinds. The division of the element in question is the intrinsic and extrinsic elements.

There some kinds of the novel were created by the author. “Nineteen Eighty four” is one of the novel that contain the story of dystopian novel by using English language. Dystopian means more fear of things are going to be happen in the future that can change the situation is happening now like technology, media and government changing. ”Nineteen Eighty Four” is one of popular novel written by George Orwell that tells about perpetual war, omnipresent and public manipulation,

dictated by a political system euphemistically named English Socialism under the control of privileged elite of the Inner Party that persecutes individualism and independent thinking.

George Orwell sets Winston Smith as the main character in the stories is a low-ranking member of the ruling Party in London, in the nation of Oceania. Everywhere Winston goes, even his own home, the Party watches him through telescreens; everywhere he looks he sees the face of the Party's seemingly omniscient leader, a figure known only as Big Brother. The Party controls everything in Oceania, even the people's history and language. Currently, the Party is forcing the implementation of an invented language called Newspeak, which attempts to prevent political rebellion by eliminating all words related to it. Even thinking rebellious thoughts is illegal. Such thought crime is, in fact, the worst of all crimes.

George Orwell is one of the famous novelists. George Orwell wrote literary criticism, poetry, fiction, and polemical journalism. He is best known for the allegorical novella *Animal Farm* (1945) and the dystopian novel "*Nineteen Eighty-Four* (Orwell, 1949)". His non-fiction works, including "*The Road to Wigan Pier* (1937)" and "*Homage to Catalonia* (1938)", an account of his experiences in Spanish Civil War. Eric Arthur Blair is an origin of his name, better known by his pen name George Orwell was born on 25 June 1903, in Motihari, Bihar, in British India. George Orwell found inspiration to write the novel "*Nineteen Eighty Four*" in England. He wrote his works drawing on large circle of the government in his country.

In analyzing the novel so many approaches that can be used like Moral Philosophical Approach, Hero Journey Approach, Historical and Biographical Approach, Sociological Approach and more. There are so many novels to give lessons after the reader read the novel. A lot of people who read the novel only for entertain while the novel may have moral messages that helpful to give the lesson of moral values in life through literary works. The researcher decides to analyze “Nineteen Eighty Four” using Moral Philosophical Approach. In this research, the researcher uses theory of Harris and Louden. They stated there are eight kinds of moral values. They are tolerance, fairness, belief, kind-hearted, honesty, and responsibility, care of soul, justice and respect.

Based on the explanation above it is important to the researcher to conduct a research as the analysis morality aspects which might become important example for human being and also for the readers as thier priority after reading the novel. “Nineteen Eighty Four” is one of the novel that can offer this lesson. In this study the Researcher are not only focused on moral values but also bad teaching found in the novel. So it will appear good moral and bad teaching is still applied in that era to the present, and not only that readers will also find the good moral and bad teaching that has been abandoned or no longer valid at this time.

Based on those reasons the writer entitle the research Moral Values and Moral Messages in the “Nineteen Eighty Four” novel by George Orwell: A Moral Philosophical Approach.

1.2 Identification of the Problem

Based on the background of the research above, the identifications of the problem in this researcher as the following:

1. Moral values found in the novel “Nineteen Eighty Four” by George Orwell
2. Bad teaching found in the novel “Nineteen Eighty Four” by George Orwell
3. Moral messages left through in the novel “Nineteen Eighty Four” by George Orwell
4. The life philosophy found in the novel “Nineteen Eighty Four” by George Orwell
5. Life lesson found in the novel “Nineteen Eighty Four” by George Orwell

1.3 Limitation of the Problem

Based on the identification of the problem above, the researcher needs to limit the problem in order to focus the topic of the research. Considering to the limitation of the time in conducting this research, the researcher limits the problem into:

1. The moral values found in the novel “Nineteen Eighty Four” by George Orwell
2. The bad teachings found in the novel “Nineteen Eighty Four” by George Orwell

1.4 Formulation of the Problem

There are some problems found in the analysis of the novel “Nineteen Eighty Four” by George Orwell. This research formulated as follow:

1. What are moral values found in the novel “Nineteen Eighty Four” by George Orwell?
2. What are bad teachings found in the novel “Nineteen Eighty Four” by George Orwell?

1.5 Objective of the Research

The researcher in this research has some objectives in analysis in the novel Nineteen Eighty four. Those objectives are following:

1. To describe the moral values that appear in novel “Nineteen Eighty Four” by George Orwell
2. To describe bad teaching found in the novel “Nineteen Eighty Four” by George Orwell

1.6 Significance of the Research

The aim of this research is to develop the science of literature either theoretically or practically

1.6.1 Theoretically

This research is aimed to understand the content of the novel and it can be used to contribute the developing of moral philosophical study, especially in analyze moral values and found out moral messages. For the researcher, this research is important to apply the theory into the data in order to improve the researcher’s knowledge about moral philosophical approach scientifically.

1.6.2 Practically

This research has some advantages for some circles.

1. English literature students, the research help them understand about moral values and moral message and how it is applied. It guides them to deliver their own opinion about moral value based on their own idea.
2. Researchers, this research is one of sources for them in doing research with similar object. This research can be explored deeper with different theory.
3. Society, this research let the people know about moral values and moral message, make the people know about the difference between what is good and what the thing that can learn in the novel is.

1.7 Definition of Key Terms

Moral : Moral concern with goodness or badness of characters or disposition, or with the distinction between right and wrong. Moral is a doctrine about the good and bad deeds and behavior that belong to all people. A person can be considered immoral if it had the awareness to accept and perform the regulations and the act or have a behavior in accordance with moral values that are upheld

- Value** : Value expresses the utility of some particular objects, and sometimes the power of purchasing other goods which the possession of that object conveys
- Moral Philosophical Approach** : Moral philosophical approach analyzed moral value or moral messages and life philosophy in the literary works
- Bad Teaching** : Bad teaching is something to explain, show and teach the bad things, bad attitude to others.

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAME WORK

2.1 Approach Used

This chapter is intended to explain about approach that the researcher used in the research. They are including the theories that supported the story and the review of previous study that related to make a clear in the research.

2.1.1 Moral Philosophical Approach

There are some of approaches that can be used in the literature. They are Moral Philosophical approach, Hero Journey Approach, Historical and Biographical Approach, Sociological Approach and more. In this research, the researcher used moral philosophical approach in analyzing the data. The moral philosophical approach is as old as classical Greek and Roman critics. According to Plato (Guerin, 1992) 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.

2.1.2 Moral

Moral in literature usually reflect the views of the author of life is concerned, his views on the values of truth, and that is to be conveyed to the reader. Moral submission form, there are two moral submission by writer. First is directly an author of the moral message explicitly and a reader can easily understand what the purpose of the author. However, this is only true for the reader passive not active reader. As an active reader, they might reject a moral message that is assumed to be true by the author. Second is indirectly, an author will convey moral messages developed implicitly, integrated related with story elements other then the possibility of differences in interpretation between the readers is probably. But works that have caused the literary work is not considered exceptional, outside the time limit, and nationality.

2.1.3 Value

Value is right and wrong, good and evil, etc. it depends upon the possibility of experiencing such value. Without potential consequences at the level of experience happiness, suffering, joy, despair, etc. those are all talk of value is empty. Therefore,

to say that an act is morally necessary, or evil, or blameless, is to make (tacit) claims about its consequences in the lives of conscious creatures (whether actual or potential). It is unaware of any interesting exception to this rule. Needless to say, if one is worried about pleasing God or His angels, this assumes that such invisible entities are conscious (in some sense) and cognizant of human behavior. It also generally assumes that it is possible to suffer their wrath or enjoy their approval, either in this world or the world to come. Even within religion, therefore, consequences and conscious states remain the foundation of all values. (Harris, 2010)

Generally, value is the subjective sense, the good importance is considered to possess with reference to the well-being of a person.

2.1.4 Moral Value

Moral values are the standards of good and evil, which govern an individual's behavior and choices. Individual's morals may derive from society and government, religion, or self. When moral values derive from society and government they, of necessity, may change as the laws and morals of the society change. An example of the impact of changing laws on moral values may be seen in the case of marriage "living together."

In past generations, it was rare to see couples who lived together without the benefit of a legal matrimonial ceremony. In recent years, couples that set up household without marriage are nearly as plentiful as traditional married couples. But, not only are such couples more plentiful, they are also more accepted by other

individuals in our society. In earlier society, the laws and morals simply came from the Roman system of law, which was largely based on the Ten Commandments.

There are kinds of moral values stated by Harris (2010) and Louden (1992) such as, tolerance, fairness, belief, kind hearted, honesty, responsibility, care of soul and respect.

a. Tolerance

The first type of moral values is tolerance. Tolerance is self-restraint, patience, letting others think differently and be open-minded towards people with differing opinions and the respect and freedom of others to argue and do things that disagree with us without intimidating those people or groups. As Harris (2010) said that there are very practical concerns that follow from the glib idea that anyone is free to value anything.

b. Fairness

The next type of moral value is fairness. Be fair is basically a relative concept, everyone is not equal, just according to one is not necessarily fair to the other, when someone affirms that he is doing justice, it must of course be relevant to the public order in which a justice scale is recognized. The scale of justice varies greatly from place to place. According to (Harris, 2010) be fairness is to 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.

c. Belief

The other type of moral value is Belief. Belief is a state or habit of mind in which trust, confidence, and reliance place in some person or thing. If a person's primary motivation in holding a belief is to hew to a positive state of mind to mitigate feelings of anxiety, embarrassment, or guilt, for instance this is precisely what we mean by phrases like "wishful thinking" and "self-deception.(Webster, 1981).

d. Responsibility

Come to the fourth type of moral values is responsibility. As Harris (2010) said in his book that responsibility is a social construct attributed to people and not to brains, it is a social construct that can make more or less sense given certain facts about a person's brain.

e. Care of soul

The next type of moral values is care of soul. As (Louden et al., 1992) said that People who obey "the authoritative and better part of themselves" do so not because they seek to maximize their own self-interests but because they see that morally right actions and attitudes are not possible unless they acquire, through their own efforts, the requisite intentions and dispositions. Additionally, moral agents whose fundamental commitment is care of soul frequently do act for the sake of other people's interests. They do not merely view others as means toward their own goals but recognize that the goods of others do, in and by themselves, provide morally compelling reasons for action. It is frequently the case that the authoritative and better

part of ourselves (reason) will order us to take less for ourselves so that others may benefit.

f. Respect

The last of moral values is respect. According to (Louden et al., 1992) that 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. There are fixed limits in the moral sphere, and virtuous people sense that something has gone wrong when these limits are transgressed. Innocent persons ought not to be punished in order to make a majority happy; we ought not to commit a murder when told to either shoot one person or let five die.

2.1. Bad Teaching

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

a. Pride

The first type of bad teaching that researcher would explain is pride. Pride is Inordinate self-esteem; an unreasonable conceit of one's own superiority in talents, beauty, wealth, accomplishments, rank or elevation in office, which manifests itself in lofty airs, distance, reserve, and often in contempt of others (Webster, 1981). 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

The second of type of bad teaching is anger. Anger is a surprisingly complex emotion. It can happen in many different circumstances for many different reasons. People can express it in a large variety of ways - imagine a sports fan yelling at the TV or a mother ignoring her sullen teenage daughter. It's even common for the same individual to react differently to the same situation at different times.

c. Covetousness

The next type of bad teaching is 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

The following type of bad teaching which consider explaining is Lust. Lust is generally defined as a strong desire for something or someone and is often used specifically regarding sexual desires. Lust is focused on pleasing oneself, often without regard for detrimental consequences. Lust is closely linked with greed. Lust is the misuse of sex, debasing it from the holy purposes for which God has given it to us.

e. Envy

The last of type of bad teaching is envy. Envy is feeling uneasiness, mortification or discontent, at the sight of superior excellence, reputation or happiness enjoyed by another; to repine at another's prosperity; to fret or grieve one's self at the real or supposed superiority of another, and to hate him on that account. Envy is dissatisfaction with our place in God's order of creation, manifested in begrudging his gifts and vocations to others.

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 reference is a journal Dani Atik Susanti the title is An Analysis of Moral Values Taken from Edensor Novel by Andre Hirata (2010) from State Islamic Studies Institute of Salatiga, Salatiga, Indonesia. She is a Student in the State Islamic Studies Institute of Salatiga, she uses to describe an analysis of moral values taken from Edensor novel by Andrea Hirata The objective of the study are to find the literary elements in Edensor novel, to find the moral values in the novel, to find the way of presenting the moral values in the novel, and to find the implication of moral values in Edensor novel in education.

The method is used in this study document as the technique of collecting the data. In the study document that the writer was collect the data of the research dealing with the primary data source. The result of finding the literary elements that divided into five parts; those are character and characterization (major and minor character), plot (exposition, conflict, climax and resolution), setting (place and time), theme, and point of view. Moral values that found in the novel as never give up, nationalism, empathy to each other's, strength of heart, optimism and thinking positively, believe in God, there is no reason to stop learning, struggle for life. In presenting the moral values the author uses explicit, implicit meaning and using imagination.

She showed the implication of moral education of the novel is that we can take moral values of the novel as education for us and takes them as guidance and improve our moral. In addition, the writer hopes the result of the study will give

additional information to reader and contributes to the development of literary study particularly among students who are interested in the literary study. Therefore, this study of reading novel or other books to make meaning, enjoy with learning process. It becomes one of alternative way to improve moral crisis in our life.

The second reference is a journal Imas Suraida the title is An Analysis of Moral Values of Deasylawaty Prasetyaningtyas's novel Hades Sang Autis (2010) from State Islamic Studies Institute of Salatiga, Salatiga, Indonesia She is a Student in the State Islamic Studies Institute of Salatiga, she used to describe an analysis of moral values of Deasylawaty Prasetyaningtyas's Hades Sang Autis novel. The objectives of the study are to find out the intrinsic elements in the Deasylawaty's Hades Sang Autis novel and to find out the moral values the author convey that are suggested for moral education. Descriptive qualitative method that focused in textual data is method used to analyze the novel.

For the analyze study uses Hades Sang Autis novel written by Deasylawaty Prasetyaningtyas as the object the study. The finding of moral values result that it can be gotten from explicit and implicit meaning of the author and emphasize for the important of some morals behavior like love and belonging, respecting, forgiveness, optimism, positive thinking, hard work, responsible, patient, and so on as human society. She shows the implication of moral education that we need as human beings can use novel as one of the media which explain about that and to help the readers improve their moral behavior.

The third reference is a thesis by Ripayandi David the title is *An Analysis of Moral Values Found in Major Character of a Man Named Dave Novel* (2010) from University of Sumatera Utara, Medan, Indonesia. He is a student of University of Sumatera Utara. He uses the moral approach to analysis the novel. Moral values are in use by the public in the form of norms or rules. Interactions that occur in the community illustrate the diversity of behavior. Both the poor person's behavior is referred to as a moral value. Without the votes against the order of these behaviors, people will live in the wild and unfocused. The rules in society as moral standards are accepted and believed shared byte community will guide human life in behavior. The core of this picture is the core issue in the novel *A Man Named Dave*.

The fourth reference is a journal by Sutrisna Wibawa and the title *Moral Philosophical in Serat Centini: It's Contribution for Character education in Indonesia* (2013). This research is related to the study of moral values and its contribution to the education of character. This study uses qualitative methods. The primary source is the *Serat Centhini* text, while secondary sources are literature and research results which discussed *Serat Centhini*. Research plan is to follow the steps of data collection, data reduction, data classification, data display, and conclusion. The analysis of the data uses two basic methods, which are methods of hermeneutics and heuristics. This study the result is the moral values of *Seh Amongraga* in *Serat Centhini*, consisting of rights and obligations, justice, responsibility, conscience, honesty, moral courage, humility, and loyalty are good guides for human behavior.

2.3 Theoretical Framework

Theoretical framework in this research begins with the novel entitled “Nineteen Eighty Four” which is written in 1949. 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. Theoretical framework of this research is illustrated below:

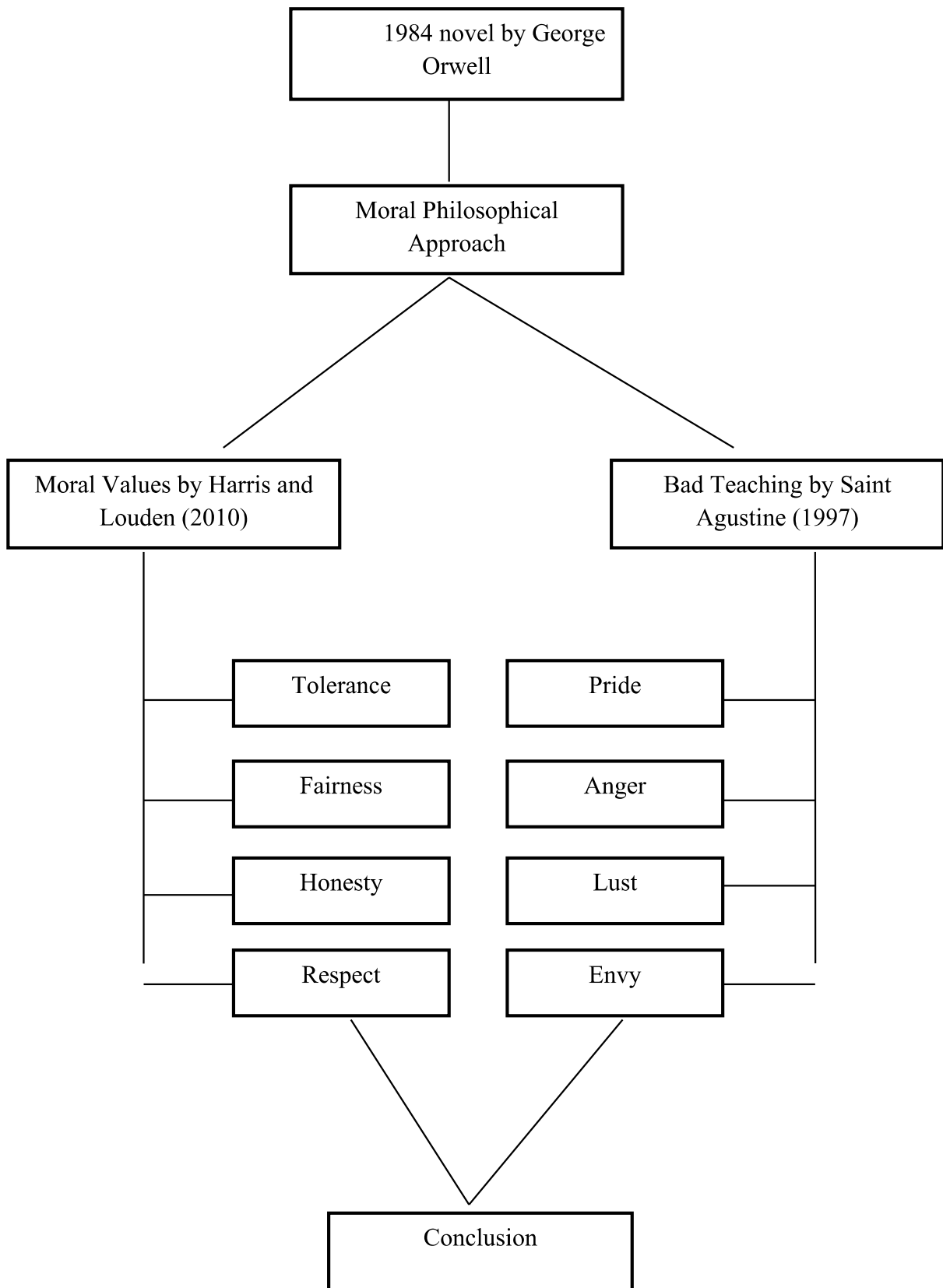


Figure 2.1 Theoretical Framework

CHAPTER III

METHOD OF THE RESEARCH

This chapter the researcher would like to describe about research design that determined the method of the research as a tool to analyze. They are included of research design, object of the research, and method of collecting data, method of analyzing data and method of presenting research result.

3.1 Research Design

Research design is a structure of an enquiry of research. As Creswell stated identifying of overall structure of the book with the overlays of qualitative, quantitative, and mixed methods research designs on the overall process and steps in the process of research. The key practical strategies of understanding the philosophical assumptions of research, conducting a literature map of the research, scripts in writing research purpose statements and questions, and the checklists for writing detailed procedures of conducting qualitative, quantitative, and mixed methods research

3.2 Object of the Research

The writer needs some data that very crucial and useful. Object of the research in this research is the novel “Nineteen Eighty Four” by George Orwell which published on 1949. The novel has 326 pages, by using English language and first

published on 08 June 1949. By 1989, it had been translated into 65 languages, more than any other novel in English until then. This novel also one of popular novel written by George Orwell that tells about perpetual war, omnipresent and public manipulation, dictated by a political system euphemistically. This novel has many of morality lessons, life philosophy lesson and the historical of that era. However in this research, the research will focus to discuss of moral values and bad teaching in the novel “Nineteen Eighty Four” by George Orwell.

3.3. Method of Collecting Data

The data collected consist of primary data and secondary data.

3.3.1 Primary Data

The researcher used novel “Nineteen Eighty Four” by George Orwell which published on 1949. The first step done by writer in getting primary are through reading whole story in the novel again and in order comprehend the contain of the novel.

3.3.2 Secondary Data Source

Secondary data is normally used to provide the researcher material such as related theory and any relevant information to be attached in this research. In analyse secondary data the researcher used some supporting media such as text book, article, newspaper, or searching websites internet which related to the novel. In collecting the data, the researcher does some steps or techniques to collect the data, as follows:

1. Read the primary data (novel Nineteen Eighty Four) as a whole.
2. Understand the content of the novel that has been read and is closely related to moral issues and bad teaching.
3. After reading the novel, highlight the sentence or sentences in every paragraph related to moral value and bad teaching

3.4 Method of Analyzing Data

Analyzing data is one of important tool in research to analyze the data. As Welleck and Austin Warren stated that there are two approaches in analyzing literary works. They are intrinsic and extrinsic approach. Intrinsic approach is a kind of approach which analyze literary works based on the text and the structural points of literary works; characters, plot, setting, style, point of view, etc. Extrinsic approach is a kind of approach which analyzes the relationship between the content and the other discipline of knowledge such as history, religion, psychology, biography, etc.

In this analysis, the writer used extrinsic approach which related with the biography of George Orwell Lee as the writer of “Nineteen Eighty-four” because in analyzing a novel, one should know the background of the writer of a novel to enrich the knowledge about the novel that analyzed. In analysis extrinsic component the researcher analysis the data by using some procedures;

1. Reading “Nineteen Eighty Four” novel intensively.
2. Identifying and selecting the data based on moral values and bad teaching.

3. Analyzing the selected data by using Harris, Louden's theory and St Augustine's theory
4. Explaining the moral values and bad teaching.
5. Making a conclusion based on the data analyzed.

3.5 Method of Presenting Research Result

In this research, the researcher is going to present the research result. Qualitative research is descriptive that the researcher is interested in process, meaning and understanding gained through words or pictures (Creswell, 2009). In this research, the researcher uses the qualitative descriptive to present the research result. So, the data will be reported descriptively by using words and sentences and supported by all of qualitative data.