

CHAPTER I

INTRODUCTION

1.1. Background of the Study

A literary work is an aesthetic work that is communicative and aims to convey something to the reader. In addition, literary works generally contain a problem around us that has value to be told, so they are often used as learning material in every life. Of course, to present one's life problems in a story, writers do not just write, but they also use their creativity in language so that the story is interesting to read. In addition, the writer is also required to be able to connect one problem with another in a sequence of language that is easily understood by readers. By associating literary works with everyday human life, it makes the reader understand the meaning of the literary work.

Researcher raises social, moral and educational values as material for research, because researcher see a phenomena that occur in the surrounding community. The phenomenon is the decline in attitudes that show social, moral and educational values in today's society. Just as the decline in a person's social value is shown by increasing incidents of brawls, civil war, stealing, insulting each other, and disobeying existing regulations, this causes a person's social value to decrease. Apart from that, the phenomenon of decreasing moral values in a person is shown by disrespect towards older people, speaking harshly, being irresponsible, and spreading hatred. The last thing is a phenomenon that occurs in education, namely students who are not disciplined, do not want to take part in flag ceremonies, do not respect teachers and fellow students, and are selfish. This

is what makes researchers interested in examining the forms of social, moral and educational values.

Social value is a set of behaviors that serve as guidelines for a person's life in society. In addition, this standard can automatically regulate all types of activities, up to the utterances of all members of a community group. The existence of these social values is expected to help every individual obtain rights and fulfill their responsibilities in society fairly and reasonably. In addition, the existence of social values can also help groups achieve common goals. For example social values that aim to create harmony despite differences in ethnicity, religion, race, and others. Therefore, every member of the community group must emphasize these social values later. The purpose of social values in society is as a guide to behavior. With social values, individuals in society can determine which behavior is good according to values in society and which behavior is bad as a form of violation in society. According to Kosasih (2004:65) in Putri, social values are related to the behavior of relations between fellow human beings, or society. Therefore, every member of the community group must emphasize these social values later. The story "The Turn of the Tide" it is told that there was a fire incident in the factory and many of the workers became victims. At that time the people who managed to escape worked together to find other workers who were still trapped inside. Whether those who are still alive or those who have become corpses. Spencer finds one of the workers who is still alive and trapped among the ruins of the building. Therefore, he called other workers to come to help save the worker who was still trapped. Then they worked together to get the worker out of the rubble and immediately administered first aid to him. In this fragment of the

story it can be concluded that this can be used as an example of social value, seen from the workers who work together in solving problems.

Moral value is standards used to judge whether a person's or a group actions and decisions are right or wrong. According to Kosasih (2015:195) in Putri, morality is founded on something good and something negative. Moral standards can differ from person to person as well as from one group or community to another. Honesty, justice, tolerance, kindness, and responsibility are a few examples of common moral ideals. Additionally, moral principles are frequently linked to religion or belief, despite the fact that moral principles may also be found in philosophy or social conventions. The purpose of moral values is to motivate people to behave and act with kindness and virtue based on an awareness of morally based obligations. Can provide future insight to humans, both social sanctions and consequences in life so that humans will be full of consideration before acting. The "Turn of the Tide", Margaret, a five-year-old girl, has disappeared and returns after four years to her mother's lap. What happened when she wanted to be the best. Therefore, every night before going to bed she prays to apologize for the countless minor offenses and tries to give the best for his mother. In this fragment of the story, it can be concluded that this can be used as an example of moral values, seen from the character named Margaret every night before going to bed she prays and regrets the mistakes she has made.

Educational value is the limit of everything that grows towards maturity, good and bad, so that the life obtained through the education process is beneficial. The term educational process does not imply that something may only be done once or in a single location. According to Wicaksono (2014: 259) in Imara, the

value of education is a constant human endeavor to fulfill one's life objectives, which begins with childbirth. When it comes to human beings and living, educational values help shape people as distinct social, religious, and cultural beings. The purpose of values education is to help individuals think about and embody the different values they are able to express in relation to themselves, others, society, and the world at large. Besides that, it also aims to deepen understanding, motivation, and responsibility related to personal and social matters. The "Turn of the Tide", Margaret is taught by Mrs. Kendall about beauty, love, the full attention that surrounds her fills her with ecstasy and polite speech and behavior are daily demanded of her. Life in the Gang was still too clear before his eyes to allow him to comprehend any scheme of life that did not acknowledge the supremacy of the sharpest tongue and the heaviest fist and this period of adjustment to the new order was not without its trials for himself as well as for his mother. In this fragment of the story it can be concluded that this can be used as an example of the value of education, seen from Margaret who was taught about beauty, love, full attention from those around her and being polite every day.

One of the novels examined in this research is Pollyanna written by Eleanor H. Porter. Pollyanna's novel tells the story of an 11 years old girl who has lost her mother and father. She comes from a difficult family and was initially reluctantly accepted by his mother's sister, Miss Polly. Miss Polly lives alone too because her parents and all her siblings have died and even though she is 40 years old and has a lot of money, Miss Polly is not yet married. Long story short, even though Miss Polly was forced to do everything that was her duty and

responsibility. She received Pollyanna at her house because she felt that this was what she needed to do as a form of responsibility. Even though Pollyanna came from a poor family and her parents were gone, she was a child who always tried to find joy in everything. She is friendly to everyone she meets. Pollyanna is also always honest, even though sometimes her honesty seems impolite, but usually that is because she does not realize or does not know that her sentences are out of place.

The Pollyanna novel is a novel that is presented by world leaders to be read because it contains values that are beneficial to society. In Pollyanna's novel, the values contained in it include social values, in which Pollyanna is friendly to everyone and quickly gets along with many people around her, especially when she moves to Aunt Polly's house. Apart from that, there is also a moral value in that, in the novel, Pollyanna is an honest person, even though sometimes her honesty seems impolite, but usually it is because she does not realize or does not know that her sentence is out of place. Novel Pollyanna contain also educational values such as caring for the environment, being responsible, being able to make friends, and so on.

Based on the background above, the researcher is interested in analyzing the novel as outlined in the thesis form. The choice of a novel entitled Pollyanna by Eleanor H. Porter as research material is because this story presents many interesting life and life issues from the perspective of the main character. Youth stories featuring various aspects of life and their problems are delivered in an interesting and easy-to-understand language. Therefore, the research entitled "Analysis of Social Values, Moral Values and Educational Values in the Novel

Pollyanna by Eleanor H. Porter" will be conducted to achieve the objectives of the study.

1.2. The Problem of the Study

Based on the background of the problem, the problems in this research are formulated as follows :

1. How are the social, moral, and educational values contained in the novel "Pollyanna" by Eleanor H. Porter?
2. What is the dominant value in the novel "Pollyanna" by Eleanor H. Porter?

1.3. The Objective of the Study

After finding out the formulation of the problem, then the objective of the researcher are as follows:

1. To describe the social, moral, and educational values contained in the novel "Pollyanna" by Eleanor H. Porter.
2. To determines the dominant value in the novel "Pollyanna" by Eleanor H. Porter.

1.4. The Scope of the Study

Based on the background of the study above, problem boundaries are difficulties that move people to solve a problem in a study. Pollyanna's novel written by Eleanor H. Porter will be the main material for conducting analysis in this study. In this novel, the researcher only discusses the values contained in the novel, namely social values, moral values, and educational values.

1.5. The Significances of the Study

The results of the study both theoretical and practical significances:

1.5.1. Theoretical Significances

- a) For teachers, this research is expected to be a learning material to introduce social values, moral values, and educational values which will be conveyed to students.
- b) For students, this research can add to students' knowledge and experience in recognizing social values, moral values, and educational values in a novel.
- c) For readers, this research can be used as a reference for their research projects or others if one day it is needed.
- d) For researcher, this research is expected to be a separate study for researcher in analyzing the values contained in a predetermined novel.

1.5.2. Practical Significances

- a) For teachers, it is expected that this research can be a guide in increasing knowledge about the importance of social, moral and educational values.
- b) For students, it is hoped that it can increase understanding of social, moral and educational values so that they can be applied in everyday life
- c) For readers, it is hoped that this research can regenerate attitudes that reflect social, moral and educational values that have faded.
- d) For researcher, the results of this research are expected to be used to fulfill research needs to obtain a bachelor's degree in the education pursued.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

2.1.1. Novel

The theoretical framework aims to provide a clear concept of the analysis of the values contained in one of the novels entitled "Pollyanna" by Eleanor H. Porter. The researcher plans to analyze what values are contained in Pollyanna's novel, where the focus of this research is social values, moral values, and educational values. In this discussion, it is also very important for the researcher to clarify the terms and theories of the experts used in this study, so that readers do not experience difficulties or confusion and do not hesitate to understand ideas later on.

The novel is one kind of literary work that paints a picture of human existence. According to Nurgiyantoro (2013: 12) in Putri, a novel is a story that may be shown by having fun with all that is learned about the people around us and that we can explain from a history or occurrence. The word "novella" in Italian, which means a modest novelty is used to refer to a comprehensive work about the issues in the lives of one or more individuals.

Novels are literary works that aim to educate readers about human existence in addition to acting as general reading material. In literary works, events are shaped by the author's upbringing and outlook. According to Ambrans (2013: 11–12) in Aritonang, novels are neither excessively long or short narratives that can be deemed literary works in the form of a free essay or not. Similar to Abram, Kosasih (2017:223) in Imara, states that it is not a huge deal to say that

the work is about humanitarian issues and some of the people. The study's primary source was Eleanor H. Porter's novel Pollyanna.

The novel is a meaningful structure. Novels can describe a place in great detail to provide a clear, concrete and definite description of a story. Novel is a totality that is artistic. As a literary work, the novel has a number of elements that make up it as a whole. These elements are intrinsic and extrinsic elements.

2.1.1.1. Intrinsic Element

Intrinsic elements are elements consisting of characterizations or dispositions, events, plots, themes, central narration and language style. Those intrinsic elements are described as follows:

1. Theme

The theme is essentially the meaning contained in the story or in short, the meaning of the story. There are several ways to understand a story's significance in a work of fiction. The main concept or topic of a tale is often anything that may create a memorable experience and relates to the significance of human experience. It offers commentary on a variety of facets of life and is valuable in and of itself (Stanton, 1965:36) in Andari. It is more connected to other literary aspects through association than as distinct, recognizable parallel elements. The specifics of the characters and events that make up the tale can be abstracted by readers (Diyanni, 2004:45)

2. Character and Characterization

When talking about works of fiction, the terms commonly used are character and characterization interchangeably however, the meaning of the two is almost the same. The term character refers to people or actors in the story, for

example, the answer to the question: who is the main character in this novel? Characterization shows the character's attitude as interpreted by the reader, it refers to the quality of one's personal character. Characterization is often equated with character and character which is often interpreted as the placement of certain characters with certain temperaments in a story (Nurgiyantoro, 2005:165) in Andari. Furthermore, characterization is the author's way of presenting and expressing character. The method of characterization is narrative description with explicit judgment (Diyanni, 2004:46). It is divided into facts and interpretative comments.

Characters can be categorized as simple or rounded, depending on how they are characterized. Characterization analysis identifies simple and round features that fit into specific categories. Following the character description, it is clear which type will be held to a higher standard of responsibility. A simple character is essentially a person who possesses only particular traits or one specific personal attribute. Round or complicated characters, as opposed to simple ones, have portrayed the possibilities and constraints of existence, individuality, and identity. In contrast to basic characters, round characters are more like actual people; they not only have a variety of conceivable attitudes and acts, but they are also frequently unexpected.

3. Background

The setting or background of the tale, which is closely tied to the scene and background, is another element of fiction. Many authors make observations before writing a narrative since it is crucial to lure the reader in a sequential manner in order to persuade them. Setting has to do with when and where the tale

takes place. The time might refer to a day or night, a day, a month, or a year. It can also refer to how long the narrative is. Setting is a fictional component that describes the place and time of occurrences. The setting, time period, and social setting in which the action of the book takes place are indicated by the arrangement (Klarer, 1999:11) in Andari. Setting and time are the two components of the setting. The place setting refers to where the event occurs and the time setting refers to when the event occurs, further explanation is as follows:

a) Background scene

Backgrounds that show the locations where events are told in a piece of work fiction. The place element used can be a place with a certain name, that particular initial may be a location without a clear name.

b) Time setting

Time setting with the problem of the timing of the events told in a work of fiction. It has to do with real time or is related to historical events.

4. Plot and Plotting

Plot is the main plan or story of a literary work. According to Kenny (1966:14) in Andari, a plot is defined as the events that are on display in a narrative and are not often straightforward since the author has connected them via cause and effect. Stanton (1965: 14) in Andari offers another explanation for this, suggesting that the plot is a tale that includes a succession of events, but each event is only related causally, meaning that one occurrence either causes another event to occur or is itself the cause of another event. It shows how a tale must keep a logical thread running between what has already happened and what is to

come. Discussions about storylines typically center on whether or not a certain occurrence or quality is conceivable and what we want it to be. It is said so because the plot represents the rules of the universe against what the characters are fighting for.

5. Point of View

The position or point of view from which the tale is conveyed is determined by the use of point of view in storytelling. There are often four points of view: the dramatic point of view, the mixed point of view, the first-person point of view, and the third-person point of view (Nurgiantoro, 2010:170) in *Andari*. The narrator's account of the story's opening is the major narration. Here, the narrator is the character the author invented to convey the tale. There are two different sorts of points of view: first-person and third-person. The narrator's point of view can be used by the author to tell a tale. The narrator in this instance is distinct from the author.

A character known as the narrator is capable of telling the tale from either the first-person (I) or third-person (him) point of view. As a result, the narrator is identified based on who he or she is; if the narrator is the first person, then he or she is referred to as the first person narrator, and if the narrator is the third person, then he or she is referred to as the third person narrator (Mahayana, 2005:347) in *Andari*.

6. Language Style

Language style is the main tool or means to describe, describe, and animate the story aesthetically. Language style can also be interpreted as the

author's way of expressing his story through the language used in the story to bring out the value of beauty.

2.1.1.2. Extrinsic Element

Extrinsic elements are elements that are outside of literary works, but indirectly affect the organizational system of literary works. More specifically, they can be considered as elements that influence a literary work, but do not become part of it. The extrinsic element is a way of analyzing literary works using the appropriate theory and relating the contents of the work to gain a better understanding between the theory and the material to be studied is used. By declaring that the reflection of literary works can be in the reality of life, the extrinsic element in this thesis will show a number of things that are in agreement with the theory created by Lukacs (1988:537) in Aritonang utilizing the theory of Marxism. Extrinsic components in literature include the author's history, economic and social conditions, sociopolitical culture, religious beliefs, and societal norms, including moral principles.

2.2. Understanding of the Value

Value is something high, valuable, important and useful for humans. The value in question is attached to an object in the form of objects, goods, circumstances, actions, behaviors, or other events. Values are beliefs or feelings that are believed to be identities that provide specific patterns of thinking, feeling, attachment and behavior (Ahmadi, 1991:667) in Diyanni. Value is closely related to the way people judge. Judging means considering human activities that relate something to another, which then makes a decision. This assessment is associated with elements in humans such as physique, creativity, initiative, sense and belief.

Values and literature complement each other and cannot be separated. Literary works are born and originate from human life and have high value. Literature will be a contribution to the formation of values so that lovers of literature will later become human beings who are civilized, have morals, and are virtuous, and agree with the rules that apply. The values in literary works usually reflect the author's view of life or the values that are of interest to the author and need to be conveyed to the reader.

2.3. Definition of Analysis

As a general rule, analysis is defined as an activity that entails a number of steps, such as parsing, distinguishing, and arranging items to be regrouped in accordance with certain criteria, looking for their connections, and then evaluating their significance. Analysis is the process of checking or looking into an event using facts to determine the real situation. Typically, analysis takes place in the context of research and data processing. The results of the analysis are expected to help increase understanding and encourage decision making. Sugiyono (2017: 335) in Putri claims that analysis is a component of a number of findings that designate different distinct pictures with a clearer meaning that should be comprehended. Analysis is a technique for a person to use reason to evaluate and determine anything in a way or behave regularly in a well-arranged way in order to create a place for the relationship of completeness, claims Spradley in Sugiono (2017: 335).

2.4. Definition of Social Value

In an ideal world, social values are standards that are held by the majority of people and all of which contribute to a better society. Social ideals govern

many aspects of daily life. Among the cultural values we frequently meet are those of honesty, greed, helpfulness, and civility. Social values are beliefs held by a society about what is good and bad in society. These beliefs are used as a guide in people's daily lives to judge what is good or bad, suitable or improper for society to do. It follows that social norms other than religious values can be utilized as a guide for enforcing social control over all human activity within a society. Every community communication certainly has different social values in containing a subject matter. This is influenced by the culture that is being embraced by the community.

According to Kosasih (2004:65) in Putri, social values are related to the behavior of relations between fellow human beings (society). The definition of social comes from Latin, *socius*, which means everything that is born, grows, and develops in life together. In line with Salim, Sudarno (2002:3) in Prieto argued that social understanding, in its structure, is an order of social relations in society that places certain parties (individuals, families, groups, and classes) in certain social positions based on a system of values and norms that apply in a society at a certain time. Social interaction and social relations are the two social spheres, in accordance with Sudarno (2002:3) in Aritonang. Social values are presumptions about right and wrong and the significance of a guide object that exists in a certain social order so that community members can behave in the best way possible. Social interaction is defined as the interaction of social institutions, individuals, and a relationship system that is controlled by certain interests. Speaking and acting in a particular social setting and at a specific moment, both by individuals

and organizations. Each person has to be aware of this social value since it may serve as a standard for behavior and how well they are seen by others.

As a result, social value, in the words of Uzey (2009:7), refers to taking totality into account. The integrity of attitudes and changes that are exhibited through conduct that have an impact on someone who possesses these values may thus be deduced from this social value. Meanwhile, social values are beliefs about how people should behave in society, claim Setiadi and Kolip (2011: 124).

Based on the opinions of experts, the conclusion that can be drawn here is that social values are values held by society regarding what is considered good and what is considered right by society. Social value is a tool to behave and think and also as a tool of solidarity in fulfilling social roles.

2.5. Definition of Moral Values

Value is something that is valuable, qualified, shows quality, and is useful for humans. Something is valuable, meaning something is valuable or useful for human life. According to Suropto (1989:130) in Meinawati, education of moral values as an educational engineering builds and forms complete or plenary human resources born from the heart. Value is something that is valuable and quality shows quality, is useful or profitable and is useful for circumstances (Wijaya, 2006: 112) in Aritonang.

Moral values are guidelines for right and wrong that direct people's actions and decisions. Morals can be acquired through society, the government, one's faith, or even oneself. The conduct of older newborns and young toddlers is a strong indication of their internal moral standards. Whether a child is forbidden from touching or picking up specific items from an early age, they will learn to

glance back carefully to determine whether they are being watched before handling such objects. Since it is instinctive, this behavior does not require instruction. However, once all types of punishment have been used, the child's behavior will alter. Children will learn to discriminate between right and improper behavior for themselves. Kids may now decide what to do depending on their own expertise. From childhood through maturity, a person must decide between what is allowed and not allowed, kind or cruel, and selfless or generous. Any situation might lead to someone choosing to do anything that is against the law. If this person has moral principles, rejecting them generally makes one feel guilty.

According to Nurgiyantoro (2013: 441-445) in Putri, there are several relationships that must be considered based on existing moral values, including:

1. Human relationship with self

Individual moral values concern human relations with life or the way humans treat themselves. These moral values form the basis and guidelines of human life which are the directions and rules that need to be followed in everyday life. Personality and morals are very important in controlling behavior. Human affairs are divided into various types, all of which cannot be separated from the relationship between people and God. The separation is solely for the convenience of the reader. They can be associated with issues that are wrapped into themselves and the individual psyche. Human problems with oneself can be related to the problem of being responsible for what is done in a realistic life, that is the ability to accept the fact of life to stand firm on one was convictions. It may have to do with concerns like self-existence, self-esteem, self-confidence, fear, longing, retaliation, and others that are more introspective and tied to a person's psyche.

2. Human relationship with other humans

Social moral values are one's actions towards others, where the area of action has a direct impact on life among humans. This moral usually covers all life, in carrying out these relationships, people also need to understand the norms that apply so that their relationship will be able to run smoothly and to avoid misunderstandings. As social beings, humans were created in a state of interdependence with one another, as well as with the natural environment. Thus, each of us must cover the shortcomings that exist among us. Respect for others is a basis in social life, both between groups and within groups. Respect for others is a rule to be able to live together in society. Aside from being a personal being, humans are also social beings who always interact with their environment. Humans cannot live alone without the help of others.

3. Human relationship with God

Another problem that humans often avoid in life is the problem between themselves and God. This problem includes the relationship with aspects of divinity, for example issues related to belief. Moral messages that are embodied in religion, are included in works of fiction or in other literary genres. This may be due to the many problems of life that are not in accordance with their expectations, then they try to offer something that is idealized. Human relations with himself and other humans in natural society, including their relationship with the natural environment cannot be separated from the problem of human relations with God.

According to Kenny, who agrees with Nurgiyantoro (2010:321), moral worth is a quality that can be quickly acquired through a particular tale, whereas

Nurgiyantoro (2015:429) defines moral value as a piece of guidance that can quickly be gleaned from a narrative. Kosasih (2015: 195) in Putri asserts that morality is built on good and evil deeds, which form the cornerstone of life and society. The moral of literary works typically reflects the author's perspective on life. His opinions on the author's values in question. The reader wishes to share opinions about the ideals of truth.

According to Budiningsih (2013: 6) in Salim, moral reasoning, moral thinking, or moral considerations which are the cognitive elements of moral values are frequently used to describe actions motivated by moral awareness, moral rationality, or reasons why a person should choose a certain course of action.

Based on the expert opinion above, the conclusion is that moral values are a concept of life in the form of suggestions or meanings contained in a story submitted to readers and a good or bad teaching related to actions, attitudes, obligations, morals, which are obtained from reason. Thus, in order to know the moral values contained in a novel, it is necessary to carry out follow-up actions such as researching and analyzing in stages based on procedures that have been designed in such a way.

2.6. Definition of Educational Value

The value of education is a form of education that emphasizes the acquisition of life values by students. It instills universal and ethical values such as compassion, courage, honesty, and tolerance (Aggarawal, 1992:46) in Imara. It helps in maintaining individual balance thereby creating a humane society. Values

are what humans promote into personality. These values are inherent in all people and acting against them negates a person's personality.

Educational values aim to transform the mind into healthy, innocent, natural and mindful, higher levels of sensitivity and perceptual abilities. It develops moral, spiritual, aesthetic and social in a person. It teaches us to preserve whatever is good and valuable in the culture we have inherited. This helps us accept and respect the attitudes and behavior of people who are different from us.

According to Kusuma (2011: 208) in Imara, the value of education is divided into several of them, that is :

1. Priority value

A priority means when the process or struggle to achieve success in doing something.

2. Beauty value

Values that can provide an image or an inspiration to act better.

3. Work value.

A quality or performance of a person that can be seen from the effort and sincerity in doing a job for the better.

4. Love for the motherland value

Character education will instill patriotism to remind the inner bond to the land of his birth.

5. Democratic value

The way a person behaves is seen from the effort to think and act that has the same rights and obligations as himself and others.

6. Politeness value

Nationalism awareness so that it can foster the value of politeness towards humans for the obligation to have a homeland so that it can revive the spirit of the nation to achieve goals and objectives.

7. Moral values

A person's behavior regarding a good or bad action.

8. Human values

Values based on respect for human rights and human dignity.

The importance of education, according to Wicaksono (2014: 259) in Putri, is a constant human endeavor to fulfill one's life objectives that begins with the child's birth. Based on the perspectives of experts, it can be deduced that the value of education is everything acquired via the educational process that is beneficial for one's life, including in relation to God, oneself, and other humans.

2.7. Synopsis Pollyanna by Eleanor H. Porter

At the start of the story, Pollyanna Whittier, an eleven-year-old girl, moves in with her aunt Polly Harrington, a rigid and depressing woman who is irritated by her niece's cheerfulness. In contrast to Uncle Tom, who appreciates Pollyanna's upbeat disposition, and Nancy, her amiable domestic helper, Aunt Polly's personality first comes off as unpleasant and conceited. However, sympathetic readers will learn what caused Aunt Polly's attitude and how she eventually learned to appreciate her niece.

Pollyanna wants to be friends with everyone, no matter how rude and cold the person is. The townspeople, including Aunt Polly herself, are invited to play "The Glad Game" taught by her late father. At first, the townspeople (and perhaps

the readers themselves) are astonished at this strange game, especially by Pollyanna's overly naive and friendly nature in various situations that clearly make normal people angry and suspicious.

However, the simple philosophy that he set forth in “The Glad Game” will invite readers to rethink about the views they originally held about all the bad things that happen in this life. For example, when you were expecting a dummy but got a pair of walkers instead, be grateful that you do not have to wear them like a cripple. That was the beginning of making this game. Or, let us say you are Mrs. Snow, an elderly who is rude to everyone and can only continue to grumble because he can only lie in bed. It is hard to be grateful, is not it, when you are helpless like this?

However, Pollyanna said that Mrs. Snow needs to be grateful because not everyone is paralyzed and helpless like him. That is when Mrs. Snow realized the lesson Pollyanna had taught him and regained his zest for life. Mrs. Snow is only one of the pessimists that Pollyanna managed to recover. The nature of this sincere and sweet girl is like a poison that makes everyone like her and can see the wisdom of all the bad things they have experienced again.

What if this cheerful girl loses her motto in life? How can Pollyanna relearn her own philosophy when she has lost all hope in life? This climax part is guaranteed to break the hearts of readers like the citizens of the city who have been helped by this girl. In the end, however, readers will be grateful to have followed this story of the bearer of this little optimism.

2.8. Author Biography

The children's book *Pollyanna*, which shook America during World War I, was written by Eleanor Hodgman Porter, who lived from December 19, 1868, to May 21, 1920. The name of this legendary novelist is not well known now, although many still do. What does the name *Pollyanna* signify. It is a person distinguished by irresistible optimism and a tendency to find the best in everything, according to Merriam Webster's Dictionary. *Pollyanna* was released in 1913, just before the outbreak of World War I, which suggests that it was not the perfect moment for a tale about a girl who can always find the good in even the worst circumstances. But somehow the book came as a surprise and was an instant hit with kids as well as adults, and its popularity has endured through the years.

Eleanor Hodgman Porter was born in Littleton, New Hampshire, and was the only child of Francis Fletcher Hodgman, a pharmacist and Llewella (Woolson) Hodgman. She is of Mayflower descent and traces his lineage straight back to Governor Bradford. When she was little, Eleanor started playing and singing. Even before she learned to read notes, she would make little scraps to express her mood. Naturally, it was decided in her family that she was a musical, and all his education was planned to develop that talent. However, she also had a taste for writing, and birthdays, weddings, and other important occasions among her acquaintances were invariably celebrated with a little poem from Eleanor.

She performed in plays, songs, or plays at school on fair days, however she always wished she had been asked to compose. Eleanor's bad health throughout her high school years caused her studies to be disrupted, and for a while all of her books were thrown away. After she had healed, she traveled to

Boston to enroll in a New England conservatory to study music with private instructors. She participated in church choirs and performances for many years.

Following her marriage on May 3, 1892, in Springfield to John Lyman Porter, of Corinth, they lived for several years in Chattanooga, Tenn. Eleanor started focusing significantly on writing around 1900. "Cross Currents", her debut book, was released in 1907. *The Turn of the Tide*, *The Story of Marco*, *Miss Billy*, and *Miss Billy's Decision* were some of the later volumes. The final two, which were released in 1911 and 1912, did quite well and helped pave the way for her best-known piece.

Eleanor's work took a slightly different turn after the popularity of these volumes. Similar to *Dawn*, *The Road to Understanding* focuses mostly on elderly people, and she also released three collections of short tales, each with a different theme: "The Ties That Bind", "The Story of Love and Marriage", "The Tangled Thread", "Just Fairy Tales", and "Fairy Tales Throughout the Years". In *Mary Marie*, she returned to the scene of her greatest popular success, once again creating likable child characters. At the time of her death, Eleanor was working on a story which had been contracted to a monthly Boston magazine. She also recently completed a book called "Sister Sue", which has been contracted to a New York magazine, for serial publication in the fall.

Eleanor Hodgman Porter spent her final fifteen years in Cambridge, Massachusetts. On May 21, 1920, she succumbed of TB at the age of just 51. She left behind her spouse, with whom she had no children despite writing about them with great passion. She "mourned a beautiful woman who had won the hearts of everyone who had read her story; that his books have blessed thousands of lives,

both young and old," the priest said in his eulogy during her funeral. She was adored for his endearing humor, and her character reflects her upbeat and upbeat attitude.

Short Story

In addition to some fifteen published novels, Eleanor H. Porter wrote numerous short stories, probably around 200, for various publications, too many to list here. Here are some of the collections:

Across the Years (1919)

Money, Love, and Kate (1923; posthumous)

Little Pardner (1926)

Just Mother (1927)

Novels

Cross Currents (1907)

The Turn of the Tide (1908)

The Story of Marco (1911)

Miss Billy's Decision (1912)

Pollyanna (1913)

The Sun bridge Girls at Six Star Ranch (1913)

Miss Billy Married (1914)

Pollyanna Grows Up (1915)

Just David (1916)

The Road to Understanding (1917)

Oh, Money! Money! (1918)

The Tangled Threads (1919)

Keith's Dark Tower (1919)

Mary Marie (1920)

Sister Sue (1921; posthumous)

2.9. Previous Related Study

To prove the problem with this research, the researcher aims to identify various previous literature and studies that are still related to the topic that is the subject of current research. In addition, it is very important in scientific research to reject plagiarism or complete copying of other people's writings.

Therefore, it is essential to review earlier relevant studies in order to adhere to the rule of ethics in scientific research. In order to construct research thinking notions, it is important to define research, research viewpoints, and supporting theory. The researcher discovered a number of earlier studies that were relevant to this investigation based on the search results of earlier studies. Despite issues that are connected, this research is nonetheless significantly distinct from earlier investigations. Regarding some of the earlier research, that is :

1. Nilai-Nilai Moral, Pendidikan, dan Sosial dalam Novel *Orang-Orang Biasa*
Karya Andrea Hirata

This research was conducted by Rizqi Utami Puti, Missriani and Yessi Fitriani, Volume 5 Number 3 of 2001. The results of this study indicate that there are 53 utterances of moral values found in the novel "*Orang-Orang Biasa*", of the 53 utterances, 2 forms of moral values are found, that is, (1) human relations with oneself and (2) human relations with others. The results of this study also show that there are 19 utterances of educational values in the novel "*Orang-Orang Biasa*", of the 19 utterances, 4 forms of educational values are found, that is; (1) the value of moral education; (2) the value of religious education; (3) the value of education ethics; and (4) the value of social education. Finally, the results of this study show that there are 11 utterances of social values in the novel "*Orang-*

Orang Biasa”, out of 11 utterances, 4 forms of social values are found, that is, (1) human relations with society; (2) mutual cooperation activities; (3) please help; and (4) deliberation.

2. An Analysis of Educational Values in the Novel *I am Malala* (Descriptive Study from Novel *I am Malala: The Girl Who Stood Up for Education and Was Shoot by The Taliban* By Malala Yousafzai and Christina Lamb)

This research was conducted in 2019 by Qanita Putri Imara. Researcher has discovered two aspects of religious values: belief in God (Allah) and scripture (Al-Quran). In addition, researcher found 13 moral values: fairness, arrogance, parental love, hard work, responsibility, family, friendship, tolerance, kindness, self-reflection, courage, national spirit, and patriotism. Additionally, there are eight cultural values: distinction and recognition, learning processes, understanding, customs, language, norms, beliefs, and laws. Researcher also found three social values in her: empathy, individuality, and compassion. More recently, in the novel “*I am Malala*”, researcher also found 10 perspectives of characters that relate to educational values. Because of the educational value contained in the novel “*I am Malala*”, researcher suggests using the novel as a medium for reading and writing.

3. The Analysis of Moral Values in *The Mayor of Casterbridge* Novel Written by Thomas Hardy

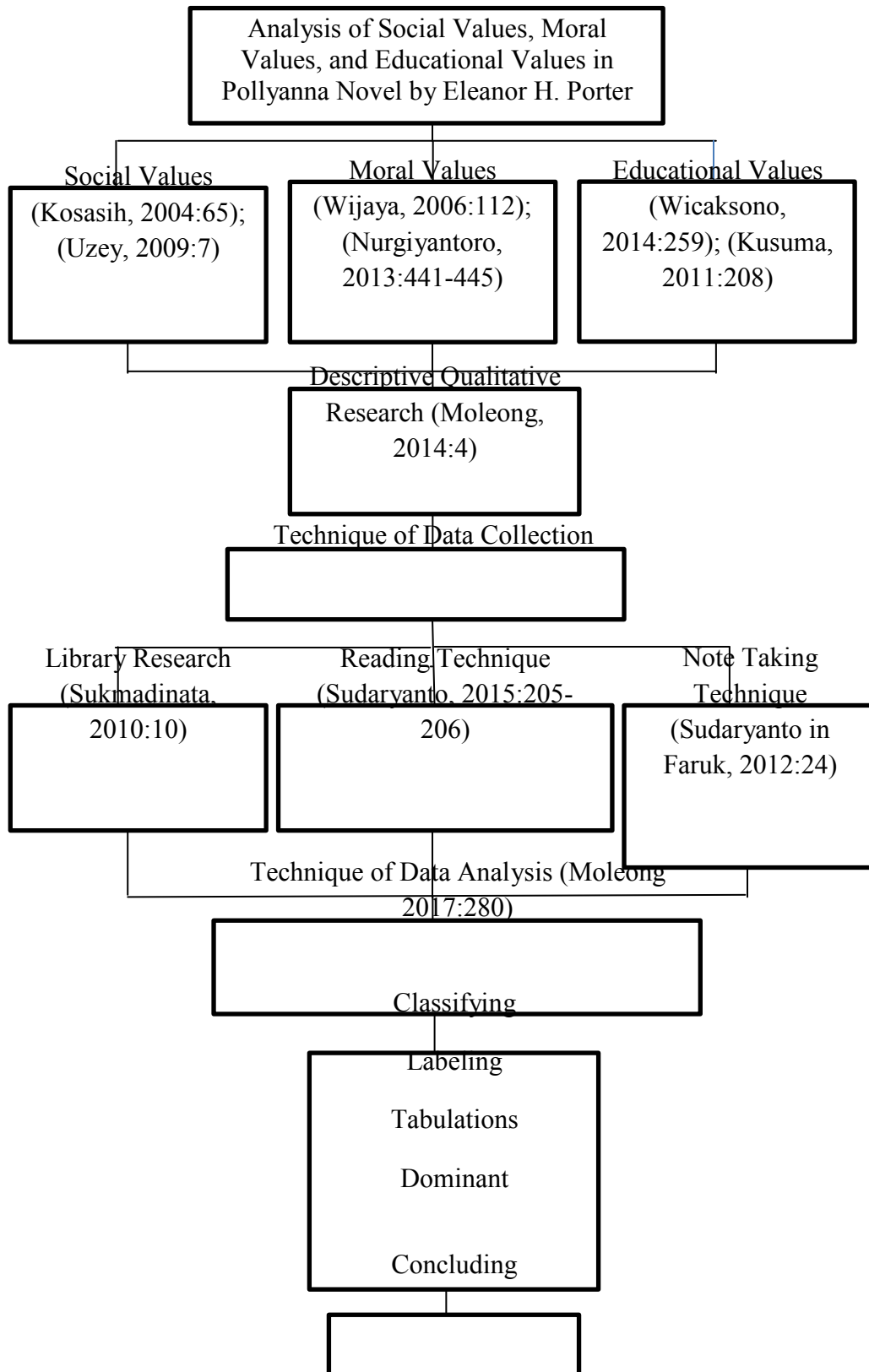
This research was conducted by Tia Salima in 2022. The result of the study showed that there were four types of moral values found in “*The Mayor of Casterbridge*” novel, that is “commitment to something greater than oneself”; “self-respect, but with humbleness or respect to others, self-discipline, and

acceptance of personal responsibility”; “respect and caring for others”; and “caring for other living things and environment”. The most dominant moral value used in the novel were “respect and caring for others”.

2.10. Conceptual Framework

Conceptual framework refers to the procedures or methods of work based on certain theories, models, methodologies, and data analysis techniques that were employed in this research to meet its objectives. An illustration of the anticipated correlations between variables, attributes, or features under research is referred to as a conceptual framework. Conceptual frameworks can be written or visually represented, and they are often created based on a survey of the literature on the subject.

Scheme 1. Scheme of the Conceptual Framework.



Based on the above scheme of the conceptual framework, then the conceptual framework in this research is described as follows :

1. This research adopts the definition of social values, moral values, and educational values based on Kosasih (2004:65); Uzey (20097); Wijaya (2006:112); Nurgiyantoro (2013:441-445); Wicaksono (2014:259); Kusuma (2011:208);
2. This research adopts Pollyanna Novel by Eleanor H. Porter (2018);
3. This research adopts descriptive qualitative method and library research in technique of data analysis modelled by Moleong (2014:4); Moleong (2017:280);

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The approach utilized in this study used a descriptive qualitative method. According to Moleong (2014:4) in Putri, qualitative research was a method for gathering descriptive data from people's visible behavior in the form of written or spoken reports. A through account of speech, writing, or behavior that may be seen within a certain scope and was perceived from that point of view complete can be produced as study results through qualitative research. In contrast, the research methodology, according to Sugiyono (2017:2) in Putri, was essentially a mechanism to gather data for a certain application. Therefore, to develop strategies to locate, gather, process, and evaluate data from the research, researcher employ qualitative research methodologies. The research used was descriptive qualitative research. Descriptive qualitative research was in the form of research with methods or approaches.

3.2. Data Sources and Data

The data taken in this study was the form of excerpts of English sentences in the novel "Pollyanna" by Eleanor H. Porter which contain social, moral and educational values. The form of data obtained in this study was a text taken directly from the novel. These data were obtained by reading carefully, then analyzing the values contained therein. The data identity was as follows:

Title : Pollyanna
Author : Eleanor H. Porter
Year : 2018

Pages : 256 pages

Publisher : Gramedia Pustaka Utama

The data source was the place to obtain secondary data for research obtained by Arikunto (2013: 172) in Aritonang. Sources of data in this research were quotations related to social values, moral values, and educational values in novel "Pollyanna" by Eleanor H. Porter. According to Moleong (2019:157) in Putri, the main source of data in qualitative research in the form of words, pictures, and not numbers. The data sources used in this study include books, papers, journals, and other sources of supplementary or supporting information.

3.3. Technique of Data Collection

Technique of data collection was important part of the research process. Since obtaining data was the primary goal of research, data collecting strategies are the most strategic research processes. There were various kinds of data collection techniques that are commonly used in conducting this research, that is library research, reading techniques, and note-taking techniques.

1. Sukmadinata (2010: 10) library research was an activity to examine the theories that underlie research, both theories related to the field of science that you want to study based on the formulation of the problem. The library technique in this research was carried out by determining which books would be used as a theoretical reference to conclude the research results.
2. The reading technique was a data collection technique that is carried out by working continuously through reading literary texts back and forth from beginning to end (Sudaryato, 2015: 205-206).

3. The note taking technique according to Sudaryanto (in Faruk, 2012: 24) was a set of methods or techniques for inferring facts that were in a research problem. The note taking technique in this study was carried out by reading the novel Pollyanna by Eleanor H. Porter repeatedly, learning about the forms of social, cultural and educational values, performing data processing and using data sourced from the novel Pollyanna by Eleanor H. Porter.

Sugiyono (2013:224) in Putri, data collection techniques were a top priority that has strategic value in research. In this research, reading and note technique was used. This technique was used to make it easier to get complete data in research. Data collection was done by reading and note technique. The reading and note-taking technique was a form of technique used in the novel "Pollyanna" which is read carefully to determine the form of social, moral and educational values. In addition to reading activities, note-taking activities are also carried out to obtain documentation of the data to be obtained.

With the note-taking technique, it was the activity of note all the data obtained from reading the novel Pollyanna which is written in paragraph form. This note-taking technique was done by noting the manifestation of the social, moral and educational values contained in the novel. At this stage the data determined during careful and thorough observation in reading was recorded in the form of paragraphs.

3.4. Technique of Data Analysis

Technique of data analysis in this study were carried out using descriptive techniques that describe and data in the form of words. Data analysis was carried out to reveal data in categories and units of description so that

problems can be found from a conclusion that supporting data can be carried out after the data was relevant to the research problem collected. To find themes and develop working hypotheses based on the data, Moleong (2017: 280) in Putri defines data analysis as the act of organizing and classifying data into patterns, categories, and fundamental descriptive units.

Then the data analysis carried out in this study is through an analysis of social, moral, and educational values in the novel Pollyanna by Eleanor H. Porter. This analysis was carried out by following the steps in accordance with the building elements. The steps used to manage and analyze data were as follows:

1. Classifying of the data from novel "Pollyanna" by Eleanor H. Porter;
2. Describing each types of values in novel "Pollyanna" by Eleanor H. Porter:
3. Counting the data percentage, in this study, the researcher use formula to count the percentage of the data.

$$N = f/n \times 100\%$$

4. Determine the dominant value contained in novel "Pollyanna" by Eleanor H. Porter;
5. Making the conclusion.