

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Literature is a form of human expression that can be a means of communication to share experiences, thoughts, and feelings. According to the Oxford dictionary, literature is writing that is valued as works of art, fiction, drama, and poetry. In addition, Davids (1983) states that literature is creative writing of artistic value. Those definitions implicitly explain that literature can be a very powerful way in delivering values by providing much entertainment or pleasure as well as information as the message to be conveyed.

Certain messages in literature are well known as moral value. Moral value is one of the elements in literature that is able to make people aware or remind them of valuable lessons in life, even guide them in behaving. As Abrams (2009) states that each literature must have values that influence people on how to evaluate wisely between right and wrong. Moral value is often found in non-fiction literary works. One of the various forms of non-fiction literary works is memoir, which is written from personal knowledge or special sources. People can easily get some insights through reading it as a memoir reflects one's experiences. However, these messages are also sometimes shared indirectly through problems in the story, which are often explained or characterized through conflict. Therefore, understanding the conflict, including how

someone overcomes the conflict can be one way to get the valuable lessons to be conveyed.

An example of a memoir that conveys the moral value of the story to the reader is *Educated* by Tara Westover, first published in 2018. *Educated* tells her exciting story of transformation becoming a Cambridge-educated historian. It begins with the story of Tara Westover who was born into a family very isolated from society and never went to school to get a proper education, until she got her first class in college at the age of 17 and found herself deeply interested in knowledge that took her on a long journey to Harvard University and the University of Cambridge. On the other hand, she faced many conflicts in the story and one of them made her lose beloved family in the process of achieving her dreams.

The readers cannot only get entertainment from the *Educated* memoir, but also learn some moral values especially from how she overcomes her conflicts in the story. This is the reason the researcher chose this memoir as the data source. This study is presented to find out the conflicts experienced by the main character to reveal the moral values when the main character overcomes the conflicts.

1.2 Problems of the Study

Based on the explanation above, there are two problems studied in this study, as follows:

1. What are the conflicts experienced by the main character in *Educated* memoir?
2. What moral values are revealed when the main character overcomes the conflicts in *Educated* memoir?

1.3 Objectives of the study

This study has the following objectives:

1. To describe the conflicts experienced by the main character in *Educated* memoir.
2. To explain the moral values that are revealed when the main character overcomes the conflicts in *Educated* memoir.

1.4 Limitation of the Study

This study was conducted in the field of analysis with the moral values revealed when the main character overcomes conflicts as the main objective. To limit the analysis, the researcher focused on the narrations or dialogues between the main character and other characters that reflected the conflict experienced by the main character. The selected narrations or dialogues were used to find out the moral values are revealed when the main character overcomes the conflicts in *Educated* memoir.

The conflicts were analyzed based on Stanton (1965) theory and the moral values were analyzed based on Linda and Eyre (1993) theory.

1.5 Significance of the Study

This study gives two forms of significance namely theoretical and practical significance. Theoretical significance is significance that can contribute to the enrichment of a particular theory so it can be applied or used by other researchers. Meanwhile, practical significance is significance that can contribute to the solution of the problems that occur in the society.

1.5.1 Theoretical Significance

The result of this study is expected to enlarge the knowledge about the conflict by demonstrating the application of Stanton (1965) theory and enlarge the knowledge about the moral values by demonstrating the application of Linda and Eyre (1993) theory.

1.5.2 Practical Significance

The result of this study is expected to contribute to improving the researcher skill ability in analyzing the conflict and moral values, including referring other researchers who want to do similar research.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

The chapter is divided into three sub chapters, including review of related literature, concepts, and theories.

2.1 Review of Related Literature

This sub chapter discusses some reviews of related literature focusing on a similar topic. These studies are expected to assist or guide the process of finding research objectives.

The first thesis to review written by Azali (2022) entitled *The Moral Values Revealed Through the Main Character's Way in Solving the Conflicts in James Dashner's the Maze Runner*. The writer in this research focused to analyze the conflicts and how the main character solves the conflicts based on theory proposed by Stanton (1965) and the moral values that are revealed through the main character's way in solving the conflicts based on theory proposed by Nurgiantoro (1998). Philosophical approach and library research method are used. The result showed that there are two internal conflicts and four external conflicts. Meanwhile, several moral values revealed from the main character's way in solving the conflicts such as being selfless, dare to run a risk, always persistent to achieve the goals, and stay confident in achieving the goals. This previous study has a very similar topic and the same theory applied about conflict that is expected to assist the process of finding the research objectives of the

current study, especially related to the conflict. However, the applied moral values theory and the source of data are different. This previous study used *the Maze Runner* novel by James Dashner as source of data, while the current study used *Educated* memoir by Tara Westover.

The second thesis to review written by Kinaryaning (2019) entitled *The Moral Values Revealed Through Andy's Ways of Overcoming His Conflicts in Cargo*. The writer in this research focused to analyze Andy's characteristics based on theory proposed by Murphy (1972), the conflicts based on theory proposed by Boggs and Petrie (2008), and the moral values that are revealed by Andy's ways of overcoming the conflicts based on theory proposed by Lickona (1991). A formalist approach is used. The result showed that Andy has compassionate, cooperative, and rational characteristics that enable him to solve his internal and external conflicts. Meanwhile, three moral values are revealed such as rationality is the key to solving a problem, unconditional love is family treasure, and people will always need the help of others. This previous study has a very similar topic that is expected to assist the process of finding the research objectives of the current study. However, all applied theories and the source of data are different. This previous study used *Cargo* film by Ben Howling and Yolanda Ramke as source of data, while the current study used *Educated* memoir by Tara Westover.

The third is an article written by Desica and Arianto (2022) entitled *Moral Factors That Encourage the Main Character to Achieve Self Unity in The Novel "Beauty and The Beast" by Elizabeth Rudnick*. The writers in this research focused to

analyze the main character moral values based on theory proposed by Linda and Eyre (1993) and the influential factors in moral formation based on theory proposed by Cady (2005). Philosophical approach and descriptive qualitative method are used. The result showed that the moral principles of the main character are portrayed in the attributes of honesty, courage, peace, independence and potential, discipline and moderation, respect, love, selflessness and sensitivity, kindness and friendliness, justice and compassion. Meanwhile, the variables that lead to the creation of moral values might come from chance, intents from the environment, and their own will. This previous study has a similar topic and the same theory applied about moral values that are expected to assist the process of finding the research objectives of the current study, especially related to moral values. However, there is a different source of data. This previous study used *Beauty and The Beast* novel by Elizabeth Rudnick, while the current study used *Educated* memoir by Tara Westover.

The fourth is article written by Xiaohan and Hui (2021) entitled *Trauma Recovery of Tara Westover in Educated: A Memoir*. The writers in this research focused on analyzing Tara Westover's trauma experiences and recovery process based on trauma theory by Herman (1997). The psychological approach is done. The result showed that Tara is traumatized physically and psychologically on two aspects respectively, including the spiritual control of Tara's father, and the domestic violence of Tara's brother Shawn. And to get rid of her trauma, the stages of recovering such as establishing a safe environment, reembracing and mourning, and reconnecting with others. This previous study has the same source of data as the current study, which is

Educated memoir by Tara Westover. Even though the topic is different, this previous study has a detailed explanation of the conflict experienced by Westover that is expected to assist the process of finding the research objectives of the current study, especially related to the conflict.

The last one is article written by Hiastri (2021) entitled *Moral Values Found in Educated by Tara Westover Viewed from Indonesia Character Based Education*. The writer in this research focused on analyzing the moral values in *Educated* memoir based on theory proposed by Kinnier et. al (2000) and the implementation of moral values in character-based education based on theory proposed by Indonesia Character and Cultural Education Values by Research and Development Agency for the Curriculum Centre. Descriptive qualitative method is used. The result showed there are 13 moral values found in the memoir and these finding can be implemented in the character-based education in Indonesia. This previous study has the same topic and the same source of data as the current study, which is *Educated* memoir by Tara Westover. Even though the theories applied are different, this previous study has a detailed explanation of the moral values of the story that is expected to assist the process of finding the research objectives of the current study, especially related to the moral values.

2.2 Concepts

The researcher presents some explanations of some related keywords in this concepts section. The concepts are described in the following explanations:

2.2.1 Memoir

Memoir has been around since ancient times. It comes from the French word *memoire*, which means memory or reminiscence. According to the Oxford dictionary, a memoir is a historical account written from personal knowledge or special sources. Furthermore, Dukes (2020) explained that memoir writers choose important moments in their lives and try to recreate those events through storytelling. In general, there are three forms of memoirs, namely anthology of life stories that are grouped around a theme, a short book that captures distinct periods of life, and a personal essay that focuses on the inner life of the author such as certain reasons for certain decisions. Furthermore, there are several types of memoirs such as transformation, confessional, professional or celebrity, and travel memoirs.

Having similar meanings, many people think that memoir and autobiography are the same. Memoir and autobiography are two different literary works. The most obvious difference is that memoirs only cover a specific period in the author's life. In other words, a memoir does not tell all the author's life from A to Z like an autobiography.

2.2.2 Main Character

Character is an important element in literature. Abrams (2009) states that characters are the people who are shown in literature who have certain moral, intellectual, and emotional qualities through their dialogues and actions. The character who dominates the whole story is called the main character. From a point of view of the story, it can be said that the main storyline is concerned about the main character. Most of the activity or action of the story happens around the main character. In some literature, the main character is also called the protagonist or hero. However, in non-fiction literary works such as memoir which represents the author's experiences, the main character is the author.

2.2.3 Conflict

Conflict comes from the Latin word *conflictus*, which means collision or clash. Conflict is commonly understood as a disagreement between parties or struggle between opposing forces. It is an everyday social phenomenon that is considered as something normal. People have conflict with themselves and also their environment. Therefore, conflict can be found in any kind of stories. Stanton (1965) states that conflict is how the author's way to describe the problem in the story. As one of the elements in literature, conflict is usually solved by normalizing the conflict and understanding each fundamental difference including context, meaning, culture, purpose, and the big picture of view that create the better solution.

2.2.4 Moral Value

Moral value can be found in every aspect of human life, including literature which is a way to express high values such as human experiences, thoughts, and feelings. As one of the elements in literature, moral values are able to make people aware or remind them of valuable lessons in life, even guide them in behaving. Moral value consists of two words, namely moral and value. Churchill (1982) states that morality refers to human behavior where morality is a practical activity. While Rennie (2007) states that value is related to beliefs and attitudes that guide human behavior. As a result, moral value can be interpreted as a main benchmark to determine right and wrong of a person's behavior. Therefore, every thought and action must be based on certain moral values that are believed. As Linda and Eyre (1993) explain that the behavior governed by moral values is connected to individual and collective happiness by shaping better people, better lives, and better treatment of others.

2.3 Theories

This study used two theories and each theory has helped the researcher in finding the objective of the current study.

2.3.1 Conflict

Stanton (1965) states that conflict is the author's way of describing the problem. Conflict usually becomes clear at the beginning of the story to make the reader start wondering the future of the story especially how the main characters will resolve the

conflict. In his book *An Introduction to Fiction*, he divided conflict into two main categories, namely internal conflict and external conflict as described below:

2.3.1.1 Internal Conflict

Internal conflict is a conflict between two desires within a character (Stanton, 1965: 16).

1) Man versus Himself

Internal conflict can be defined as the man vs himself. It is an inner struggle that involves thoughts and feelings. It occurs between two desires within a character as a result of inability to make a decision due to the inner struggle between right and wrong or gap between reality and ambition of unfulfilled desire. The person who arguing himself or herself sometimes feel confused and hopeless.

2.3.1.2 External Conflict

External conflict is a conflict between characters or between a character and his environment (Stanton, 1965: 16).

1) Man versus Man

This conflict can be defined as two characters or groups against each other. It does not have to be a physical confrontation but can be a war between two ideas. For example, Mia against her parents.

2) Man versus Society

This conflict can be defined as a character that is contrary to the customs, beliefs, culture, or actions of the community. In other words, it is the problem of accepting what is considered as normal in the society but in conflict with the character's values. For example, a community unfairly treating a character based on gender.

3) Man versus Nature or Environment

Nature or environment is defined as anything surrounding a character including animals, weather, natural disasters and even the earth itself. Therefore, this conflict can be defined as a character against anything external except people. For example, the pilot against the weather.

2.3.2 Moral Values

According to Linda and Eyre (1993) in their book *Teaching Your Children Values*, the behavior governed by moral values is connected to individual and collective happiness by shaping better people, better lives, and better treatment of others. The more value is given to others, the more it will be received by ourselves. Furthermore, Linda and Richard Eyre divided values into two categories, namely values of being and values of giving with a detailed explanations as follows:

2.3.2.1 Values of Being

The values of being begin with the development of a quality or an attitude within ourselves that determines how we behave and how we treat others. They are given as they are gained. Values of being divided into six values such as follows:

1) Honesty

The inner strength and confidence that is bred by exacting truthfulness, trustworthiness, and integrity (Linda and Eyre, 1993: 35).

2) Courage

Daring to attempt difficult things that are good. Strength not to follow the crowd, to say no and mean it and influence others by it. Being true to convictions and following good impulses even when they are unpopular or inconvenient. Boldness to be outgoing and friendly (Linda and Eyre, 1993: 48).

3) Peaceability

Temperament control. The tendency to try to accommodate rather than argue. The ability to understand how others feel rather than simply reacting to them. The understanding that differences are seldom resolved through conflict (Linda and Eyre, 1993: 66).

4) Self-reliance and Potential

Commitment to personal excellence. Awareness and development of uniqueness. Overcoming the tendency to blame others for difficulties. Being responsible for own actions (Linda and Eyre, 1993: 79).

5) Self-discipline and Moderation

The ability to balance self-discipline with spontaneity. Avoiding the dangers of extreme, unbalanced viewpoints. Understanding the limits of body and mind. Moderation in speaking, in eating, in exercising. Physical, mental, and financial self-discipline (Linda and Eyre, 1993: 93).

6) Fidelity

The value and security of fidelity within marriage and of restraint and limits before marriage. The commitments that go with marriage and that should go with sex. A grasp of the long-range (and widespread) consequences that can result from sexual amorality and infidelity (Linda and Eyre, 1993: 111).

2.3.2.2 Values of Giving

The values of giving originate as gifts to others and then influence who we are. They are gained as they are given. Values of giving also divided into six values such as follows:

1) Loyalty

Reliability and consistency in doing what you say you will do. Support, service, contribution. Loyalty to God or church, family, to employers, to country, schools, and other organizations and institutions to which commitments are made (Linda and Eyre, 1993: 128).

2) Respect

Self-respect and the avoidance of self-criticism. Courtesy, politeness, and manners. Respect for life, for property, for parents, for elders, for nature, and for the beliefs and rights of others (Linda and Eyre, 1993: 136).

3) Love

Individual and personal caring that goes both beneath and beyond loyalty and respect. Love for friends, neighbors, even adversaries. And a prioritized, lifelong commitment of love for family (Linda and Eyre, 1993: 146).

4) Unselfishness and Sensitivity

Sensitivity to needs in people and situations. Empathy, tolerance, brotherhood. Learning to feel with and for others. Becoming more extra-centered and less self-centered (Linda & Eyre, 1993: 159).

5) Kindness

Cheerfulness. Helpfulness. The ability to make and keep friends. Gentleness, particularly toward those who are younger or weaker. The tendency to understand rather than confront. Awareness that being kind and considerate is more admirable than being tough or strong (Linda and Eyre, 1993: 179).

6) Mercy

A grasp of mercy and forgiveness and an understanding of the futility (and bitter poison) of carrying a grudge. An understanding of natural consequences and the law of the harvest. Obedience to law, fairness in work and play (Linda and Eyre, 1993: 196).

