

CHAPTER I

INTRODUCTION

This part presents the background of the study, focus and sub focus of the study, formulation of the problem, objective of the study, and significance of the study.

1.1 Background of the Study

Indonesian youth nowadays are experiencing challenging character phenomena. Youths have engaged in various illegal and criminal activities, such as drug use, street racing, bullying, gambling, and casual sex (Muassomah, 2020). Moreover, several viral murder cases in the media are performed by young generations. In addition to this, these days, it's evident that children are becoming less courteous and respectful to their parents. They seem to have lost their respect and speak bluntly. In fact, youth at schools are concerned, they verbally abuse and act rudely toward their professors, and they fight with other kids. Additionally, there are indications of an increase in the frequency of incidents of friends bullying their friends, which leaves the victims with severe distress.

This condition worsens during the *COVID-19* pandemic where the learning and teaching process are conducted online or distance learning. The teachers cannot fully and properly deliver and monitor the students' learning development due to several limitations. This condition weakens the character value of students. Those cases mentioned above indicate the decreasing of moral among the youths. These phenomena are different from what is expected

from the character of education as the core of ethical values which is the result of the education process. A nation is primarily built on its youth. They will serve as leaders in the future, but more significantly, their actions today will have an impact on how a country lives (Sihombing:2018). In addition, youth consists of potentially future leaders. Ir. Soekarno, founding father of Indonesia, stated that "A thousand of old men are just able to dream, but a young man is able to change the world!" It means that better future of Indonesia is held and determined by its youths (Sihombing:2014).

The Indonesian government is fully aware of these phenomena, therefore, they put serious attention on character education building. In the context of educating the nation to develop students' potentials to become men of faith and fear of God Almighty, noble, capable, creative, independent, and democratic and accountable citizens, the Mandate of the National Education System Law No. 20 of 2003 stated that national education serves to develop the ability and character development and civilization of the nation's dignity (Depdiknas, 2003).

This mandate stresses on the importance of national character values in the Indonesian educational system. Character education is a crucial step in helping kids develop and improve their morals, attitudes, and socially acceptable behavior (Indartono, 2011). The 2013 Curriculum was established by government policies about character education through the Ministry of Education and Culture of Republic Indonesia. It serves as a guide for the integration of character education within the Indonesian educational system (Indriani, 2017).

The success of the education process can be seen not only by academic achievement they obtain but also from the success of the character education building of the students. Although character education is not included as the main subject, schools and teachers can provide and facilitate students to learn character education through their daily interaction with friends and teachers, even any people surrounding the schools. They can build and nurture six pillars of character education such as trustworthiness, fairness, caring, respect, citizenship, and responsibilities through their actions toward each other. In addition to that, Fitri (2013) stated that character education can be integrated into the teaching and learning process in every subject.

The responsibility for instilling these moral values rests with all educators in Indonesia including English teachers. In English Language Teaching (ELT) classrooms activities, teachers are required not only to teach English as one of needed skills for students but also to instill the moral values that are very beneficial for them as they will bring this nation to embrace a better future. In other words, the teachers are responsible for the students' moral values. might choose educational resources that promote the development of character in students by focusing on norms or values .

Literary works usually describe real life conditions. The problems that are viewed in it often have a resemblance to the daily problems people experience. Literature is priceless real content that provides an abundant and incredibly diverse corpus of written work that is "important" in the sense that it addresses essential human concerns and is timeless rather than transient (Collie & Slater, 1987). By the characteristics of literary works which have benefits, it is then a

worth learning material to use in English teaching class.

One of phenomenal literary works is a novel. Most teenagers read novels since it presents in such an interesting way, full intrigues and invokes their emotions and curiosity. In addition, it varies in story themes, for instance, comedy, science-fiction, history, religion, adventure, thriller, romance and mystery. Beside it presents a beautiful and interesting story, the novel is preferred because of its cultural enrichment. Whether it's a novel, play, or short story, it provides a rich and vivid setting in which characters from all social backgrounds can be portrayed (Collie & Slater, 1987). The teenagers as the readers can discover their thoughts, feelings, customs, and possession; what they buy, believe in, fear, enjoy; how they speak and behave. Their curiosity is aroused. For instance, if the students read a novel of a historical period, they will know how life, customs, thoughts were back then.

In this study, the writer concentrated on a novel since the fact that most teenagers and adults love stories and it is found in novels. They prefer reading novels to other forms of literary works because novels elaborate the imaginary characters, the conflicts, and the climax in a detailed way, in addition, the length is still sensible. There are a lot of outstanding novels with good stories and moral values that need to be read by teenagers, students. However, there are limited students who can comprehend the virtues in the novel, especially the written-English-novels. Most students cannot enjoy reading English novels due to their limited ability and understanding in English.

Knowing these facts of novel and students' preference, the writer selected the novel "It Ends with Us" by Colleen Hoover for some reasons. First reason

is most readers in Facebook's international group read and give positive reviews. Second reason is the storyline that is very relatable to the lives of teenagers and its moral values that are incredibly beneficial. Third reason is the novel itself which is very famous and has sold over one million copies and been translated into over twenty languages since it was first published in 2016. In Addition, the writer, Colleen Hoover, was named one of the 100 most influential people in the world by Time Magazine in 2023. The writer supposed that those facts are completely more than enough to work on the moral values found.

"It Ends with Us" is written by Colleen Hoover and she described it as the hardest book she had ever written. The novel concerns domestic violence and written with the intention of advocating for domestic violence victims. The story was inspired by Hoover's personal experience as a child who grew up in a household with domestic violence, which carried through her adult life. The main character of the story, Lily Bloom, experiences domestic violence at a young age, witnessing her father's abuse towards her mother, on top of experiencing it firsthand, and then, she ends up in a violent relationship, as an adult. Lily should decide whether she wants to be in that relationship, experiencing the same thing as her mother or cut it and stop at her.

The moral values found in this novel are extremely beneficial for students. By reading and knowing the moral values, it is supposed the students to be intellectually strong and physically safe and compassionate and be role models for society, therefore, the ultimate goals of the Indonesian educational system can be reached.

Based on the background above, the researcher conducted a study

entitled **“Moral Values Found in “It Ends with Us” Novel by Colleen Hoover”**.

1.2 Focus and Sub focus of the Study

Based on the context and description of the background, the writer focused on the novel entitled “It Ends with Us” by Colleen Hoover. The sub-focuses of the study were the analysis of intrinsic elements and moral values found in the novel. Before analyzing the moral values, the writer analyzed the intrinsic elements considering they help form the novel properly (Dinneen & O’connor:1983). In other words, intrinsic elements provide the fundamental basis of literary composition.

1.3 Formulation of the Problem

The following are the two problems formulated for the novel “It Ends with Us” by Colleen Hoover:

1. How are the intrinsic elements developed in the novel entitled “It Ends with Us” ?
2. What are the moral values found in the novel entitled “It Ends with Us”?

1.4 Objective of the Study

To carry out this study, the writer should have a goal in mind. The objectives of this study are described as follows:

1. To know and describe how the intrinsic elements of the novel entitled “It Ends with Us” by Colleen Hoover were developed.

2. To know and describe the moral values found in the novel “It Ends with Us” by Colleen Hoover.

1.5 Significance of the Study

The result of this research are useful for students, teachers / lecturers, and other researchers.

1. For English Students

- a. Students can find and explain the intrinsic element of the novel “It Ends with Us” by Colleen Hoover.
- b. Students can find and understand the moral values from the novel “It Ends with Us” by Colleen Hoover in relation to character education as the ultimate goals of the educational system in Indonesia.
- c. Students can improve their reading comprehension and find it interesting to read English novels due to their unique storyline and moral values.

2. For English Teachers / Lecturers

The result of this study is expected to:

- a. give information to English teachers/lecturers about literature and literary works. This study will be useful as a reference in TEFL to provide the approach of teaching literature regarding the intrinsic elements and moral values in the novel entitled “It Ends with Us” by Colleen Hoover.
- b. give teachers insightful ideas on how to integrate teaching material regarding moral values for students.

3. For Other Researchers

The result of this study can be used as a reference to conduct similar research by formulating further problems in literature for TEFL.

