

**AN ANALYSIS OF MORAL VALUES IN
“GULLIVER’S TRAVEL” NOVEL**



**A THESIS
Submitted in a Partial Fulfillment of
Requirement for s1 degree**

BY

SEPTIYANA SARI

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Study program : English Education

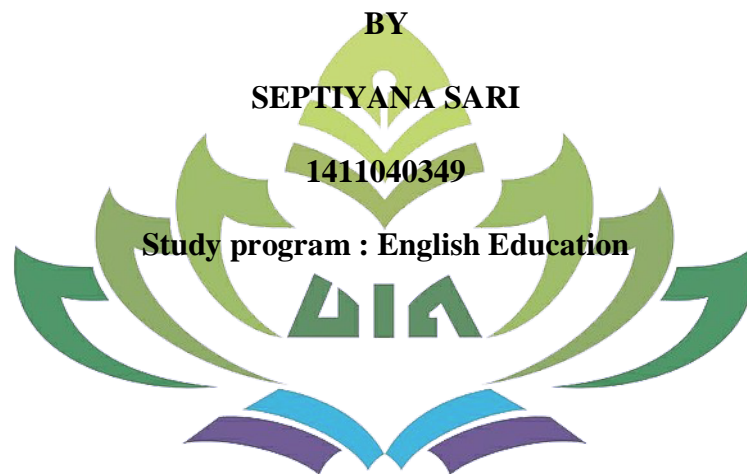
**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN**

LAMPUING

2019 / 1440 H

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Advisor : Dr.M.Muhassin, M.Hum
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ABSTRACT

An Analysis of Moral Value In “*Gulliver’s Travel*” Novel

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Reading a novel gave many information about character of someone. Novel has contained moral value of the main character that told by the writer. Therefore, the novel “*Gulliver’s Travel*” told about the character of Gulliver and his value of life. There were two research problems in the novel of “*Gulliver’s Travel*”, which kinds of moral value that appear in that novel and what are the advantages of reading *Gulliver’s Travel* novel.

The methodology of this research was descriptive qualitative method. Purposive sampling technique was used to determine the sample of this research. There were 3 kind of collecting the data, they were documentation, observation, and oral comments from another reader. Five major phases were used for the data analysis: they were data managing, reading, noting, classifying, interpreting, and representing.

The results of this research were found some moral values in the “*Gulliver’s Travel*” novel like : 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; caring for other living things and environment ; courage ; and faith. Therefore, there were four advantages of reading “*Gulliver’s Travel*” novel, they were; improving the language skills (reading and writing), increasing the knowledge of another culture, increasing the knowledge of new experience, developing one’s own personality, support for shaping someone’s character. The implication of moral education that we need as human beings. We can use novel as one of the media to explain about moral values and help the readers improve their moral behavior.

Key word: Analysis, moral value, Gulliver’s Travel Novel.



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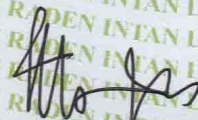
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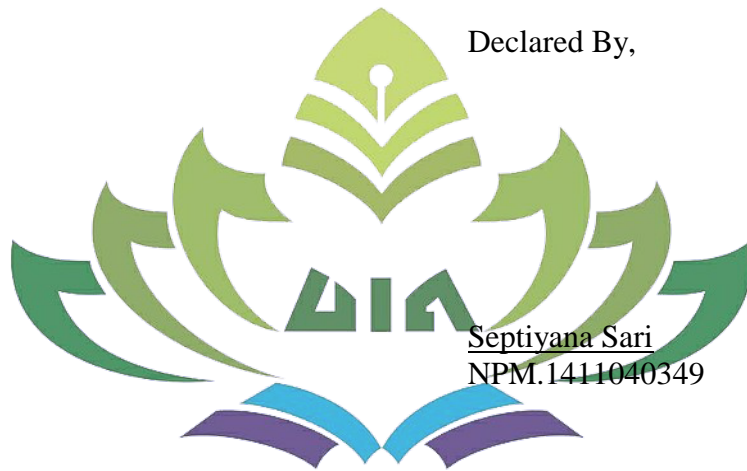


DECLARATION

Hereby, I state this thesis entitled “An Analysis of Moral Values In *Gulliver’s Travel* Novel” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.

Bandar Lampung, 27 february 2019

Declared By,

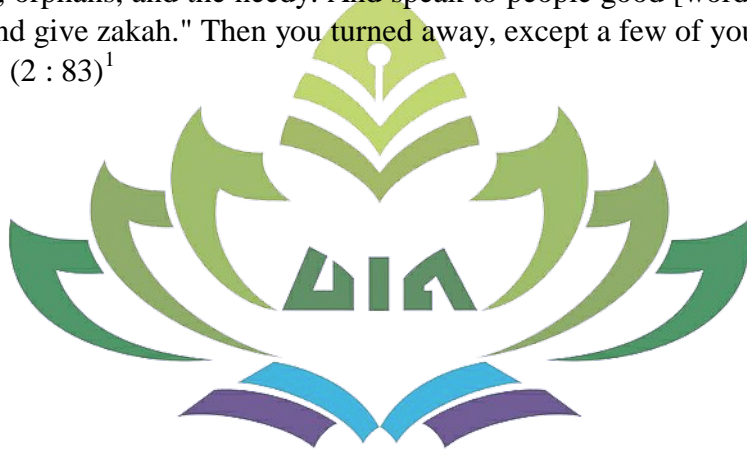


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MOTTO

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهََ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ
وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا
مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ ﴿٨٣﴾

And [recall] when We took the covenant from the Children of Israel, [enjoining upon them], "Do not worship except Allah ; and to parents do good and to relatives, orphans, and the needy. And speak to people good [words] and establish prayer and give zakah." Then you turned away, except a few of you, and you were refusing. (2 : 83)¹



¹ Admin, The Noble Qur'an (Online), available on : <https://quran.com/2/83-93> (January 8th, 2019)

DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing for me and from my deep of heart and great of love, this thesis is dedicated to:

1. The greatest inspiration in my life, beloved Father and Mother, Mr. Halim and Ms. Nur'aini who always pray for my success.
2. My beloved brothers and Sisters, Eti Yuliawati, Heri Supriyadi, Titin Kartinah and her husband who have been supported me a lot during my study , Herman Felani, Darto Wahab, and Apriyani Wulandari who Always support and give me motivation and pray for my success.
3. All my 7 beloved nieces and nephews who always give me spirit and being very nice kids for give me motivation to my success.
4. My almamater of Islamic State University of Raden Intan Lampung.
5. My colleagues at English Education Study Program of Islamic University of Raden Intan Lampung.

CURRICULUM VITAE

Septiyana Sari was born in Sumber Alam, on September 3rd, 1996. Start studying at SD N 1 Sumber Alam (Lampung Barat), She graduated from SMP N 2 Way Tenong (Lampung Barat) in 2011 and SMK N 5 Bandar Lampung in 2014.

During her university years, she was a member of some organizations or communities including UKM BAHASA, JJE (jalan-jalan Edukasi), EMPOWOMEN, and AIESEC. In those groups, she held the project of YEP (Youth Entrepreneurial project) 2.0 in 2016 which focused on supporting SDG's (Sustainable Development Goals) no.8 about the economic growth of Indonesia especially in Lampung. Then, in 2018 she held the project of YES (Youth for Elderly service) in Panti social Tresna Werdha natar, Lampung Selatan. This project is focused on caring and supporting elderly to give more motivation and being their family. This project aims to raise the awarness of the youth to care with the condition around them. She also works as a field reporter in international company called CONFIRMIS on 2017 until now and joined as a volunteer of ASIAN GAMES in Palembang on 2018.

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First and foremost, I would express grateful to the Only God, Allah (SWT), for the chance, guidance, and blessings given, thus i could compose and finish this undergraduated thesis. Peace and salutation may always be sent to Prophet Muhammad, peace be upon him.

This thesis was submitted as a partial fulfillment of the requirements for an education degree in English. I realize that this thesis would not have come to its final form without generous help, support, advice, and prayers of people surround me. Many people have contributed their ideas and time to help me complete this thesis, and it would be impossible to mention all of them. However, i would like to express sincere gratitude and appreciation to the following stakeholders.

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3. Dr. M.Muhassin, M.Hum, the Advisor for his enthusiasm, guidance, and countless time in helping me complete this work.
4. Fithrah Auliya Ansar, M.Hum, the Co-Advisor for her patience with my knowledge gaps in research area.
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work with some of them previously, the impact of their work on my study is evident throughout this thesis.

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11. PBI G 2014 and all my colleagues at UIN Raden Intan Lampung.
12. My KKN family 180 and PPL squad SMP N 22 Bandar Lampung .
13. All stakeholders I could not mention.

Finally, I have to admit that nobody is perfect and i realize that this thesis project lacks perfection because of my limited knowledge and ability. So, I truthfully welcome criticism and suggestion to enhance the quality of this thesis.

Bandar Lampung, 27 February 2019

The Researcher

Septiyana Sari



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language has the function to express oneself and communicate. It is also used as a tool to organize and adapt social integration in the environment and for social control. According to Sanggam Siahaan, language is a unique human inheritance that plays a very important role in human life such as thinking, communicating ideas and negotiating with one another.¹ As Sanggam stated that people can communicate and express their thoughts and interact with others through language.

Through language people can express their ideas, wishes, thoughts, and desires. Language is undoubtedly a kind of means primarily of vocal sounds. It is articulatory, systematic and arbitrary.² It means that language is important in this world to communicate in interacting and to understand each other. That allows all people in a given culture among other people who learned the system of that culture, to communicate or to interact.

Talking about language, English is one of the international languages used by many people in the world and in many areas as a language of everyday life. Therefore, using English is the easiest way to communicate with people from other countries in many aspects of human life such as technology, economy, social politics, and also education. However, not all people can use and communicate using English language

¹ Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta: Graha Ilmu, 2008), P. 1

² M.F. Patel, Praveen M.Jain, *English Language Teaching*, (Jaipur: Sunrise publisher and distributors, 2008), P. 28

fluently. So, they need media to help to learn about English such as novels, books, television, newspapers, movie, etc.

Linguistics is the study about language. As Zaim El-Mubarak said in his book linguistics is thinking in words including language skills for speaking, writing, reading, connecting and interpreting.³ It involves the capability to express oneself in words through talking, writing, telling stories, listening, books, tapes, dialog, discussions, poetry, spelling, foreign languages, and letters. Therefore by doing one of these activities we can understand about the meaning of the words. Reading a novel takes a significant role since it gives many advantages for language learners in the learning language process.⁴ People can get some information, knowledge, as well as insights from the society or the country in which the language is learned after reading.

Pragmatics is a branch of linguistics which concerns the connection between the forms of linguistics and the people who apply those forms.⁵ The language phenomena which are discussed in pragmatics mostly deal with the use of language by its user. Pragmatics is concerned with four areas. Firstly, pragmatics is the study of speaker's utterances and the effort of the hearer to interpret those utterances. Secondly, pragmatics is the study of the interpretation of speaker's utterance in particular context. In this case, both the speaker and the hearer have to be aware of

³. Zaim El Mubarak, *Membumikan Pendidikan Nilai*, (Bandung: Alfabeta, 2009), P. 117

⁴ Yulianeta, *Hakikat Pembelajaran Sastra*, p. 13 (On-Line), available on <http://webcache.googleusercontent.com/search?q=cache:IRGFSV5Ukm4J:repository.ut.ac.id/4793/1/PBIN4219-M1.pdf+&cd=8&hl=id&ct=clnk&gl=id.pdf> (August 1th 2018)

⁵ George Yule. *Pragmatics*. (Oxford: Oxford University Press,1996), P.4

the context that follows the speaker's utterance. Thirdly, pragmatics is the study of how to recognize the implied meaning of the speaker's utterances. The last, pragmatics is the study which focuses on the expression of the closeness between the speaker and the hearer.

Literature is an important subject to be studied since it reflects every single aspect of human life such as happiness, sadness, truth, justice, respect, courage, faith, and another urgent elements. It can be a reference for teaching students in the classroom since novels are required reading source in middle schools, high schools, and universities.

A novel is one of literary works that contains many things about language. Eagleton says literary work is the reflection of human thoughts and feelings supported by experience and observation. Literary works primarily by emotion and experience, students of literature occupy the more prized territory of feeling and experience.⁶ Therefore a novel is a literary work that conveys many messages on the text. It can be analyzed from several points of view like politics, religions or others. A novel can be analyzed from the moral, social, and religious point of view.

Normally, moral has a close relationship with character, because moral is reflected by character. Character is an element of fiction and moral actually is one of four levels of characterization. Morality is an essential issue in character-building. Some moral values can be found in stories cited in Al-Qur'an and many of them are from the works of

⁶ Terry Eagleton, *Literary Theory An Introduction* (2nded), (Great Britarian: Blackwell, 1996), P. 22

literature. In the story of Yusuf in Al-Qur'an the education of moral value is relevant with his present lives such as the attitude of openness and communication, upholding justice, the wisdom of the head of the family, patience and professionalism. It means that human beings must have such a moral that will be worthy for now and later on, whether for social and religious moral.

Hymes let us know in his quotes that speech is not only about the appropriateness of a sentence with the rules of language, but also about its appropriateness to the meaning and context of the sentence. Hymes formulate aspects that affect the use of language in "Dell Hymes Model of Speaking".⁷ Furthermore, Kinnier explores the concept of moral values in general that affect the use of language in "A Short List of Universal Moral Values".⁸ In this theory he explains some moral values which appears to be reflected by someone's character, whether from their speech or behavior.

The researcher takes this research because the researcher wants to describe the values that can be a guidance for individuals or groups to set their behavior especially in relation to moral value. Based on the explanation, the researcher would like to analyze the moral values as reflected on the novel "Gulliver's Travel" by using library research. The researcher will use the theory of Speaking Models by Dell Hymes to

⁷ Dell Hymes, *sociolinguistics and the Etnography of Speaking*, (London: Routledge), P. 77-78

⁸ Richard T. Kinnier, Jerry L. Kernes, Therese M. Dautheribes, *A short list of universal moral values: Counseling and values*, 2000, Vol. 45, No.1: P. 4-16

analyze the moral value in Gulliver's Travel novel and theory of Kinnier to describe the categories of moral value.

Talking about moral values it is the goal of education to shape the students to have a good character and to reflect a good moral in the future. Moral value has an important element in this life. It can guide people to have a better point of view on how to live in society. Moral values are a set of important guiding principles for individuals among other principles such as values related to competence.⁹ Moral value is the quality of someone's behavior which is wrong or right, bad or good.

The researcher decided to choose the novel due to several considerations. The first that the original novel is an English classic novel which tells the situation of English in many areas that share much information. Another consideration, this novel has a different genre compared with another research before. So that, the researcher wants to take this for showing the good moral in adventure novels. Moreover, this novel also spawned a film that has been improved to adjust with the current condition of life, and it is the inspiration of making another fiction of literary works. Additionally, the novel does not only merely concern with art and story, but also with politics, economics, culture, and religion, ethic and language. It is absolutely right to call this book as an inspiring novel in terms of moral values and education. Moreover, like a good fiction, the book imports a simple moral.

⁹ Ariyanti, *Moral Values Reflected in "The House on Mango Street" Novel Written by Sandra Cisneros* (Widya Gama Mahakam Samarinda University, Voll. 1, No.1, 2016), P 28

An example of the values of good moral is when Gulliver tells to the majesty about the farmer who helped him during learning the new language. **Gulliver said :** “The farmer had instructed me very well in my lesson”.¹⁰ From this we can understand that the farmer is caring to others when he did something good to Gulliver.

The dialogue above includes moral value of “respect and caring for others”. Caring others is gained when Gulliver as the participant tells his story back to the majesty in formal situation and he told that the farmer had helped him while studying the new language. It can be seen the moral value of Respect and caring for others in the aspect to serve and to be helpful to humankind and individuals. It showed that the farmer is caring to and help Gulliver during his learning process. It can be marked with the words “the farmer had instructed me very well in my lesson ”

There are several researchers who have analyzed the moral value. The first research was written by Mulyadi entitle *The Values of Moral Learning in “Ketika Cinta Bertasbih” Novel Written by Habiburrahman El Shirazy*. He discovered that by learning literature the readers could comprehend moral values such as being grateful to God. The value of self-moral learning includes the values of patience, preserving, self-authority, high optimistic, responsibility and self-firm.¹¹

The second research was conducted by Ariyanti with the title *Moral Values Reflected in “The House on Mango Street” Novel Written*

¹⁰ Swift, *Gulliver’s Travel*. Gramedia Pustaka: 2018, P. 141

¹¹ Mulyadi, *The Values of Moral Learning in “Ketika Cinta Bertasbih” Novel Written by Habiburrahman El Shirazy*, (Al-ta’lim journal, Vol. 23 No.2, 2016)

by Sandra Cisnero . The researcher found that all elements of moral values exist in the content of the novel except the point of - respect and caring about others exactly in the element of not hurting others.¹²

The third research was written by Masterianti and Adisti with the title *Analisis moral yang terkandung dalam novel ayat-ayat cinta karya Habiburahman El-Shirazy*. The researcher has discovered that there are two kinds of moral contained in this novel, they are religious and social moral. Indicators for religious moral are praying, being grateful, and reciting Al-Qur'an thus for social moral it is respect, love, and helping each other.¹³

The criteria of the novel are commonly artistic and focus on history and the individual who seeks to create an epic life. It means that the novel is a kind of media for understanding the historical point of view of literature which needs to be learned. It is interested to analyze moral values because the researcher thinks that moral value has a big contribution towards the human life. From this research, it is also wants to make a different research about how the author uses different genres or themes of the novel. Knowing a lot of moral values that are implicitly contained in the novel, the researcher feels interested to conduct a research under the title “*An analysis of Moral Values of the Gulliver’s Travel Novel*”.

¹² Ariyanti, *Op.Cit.*, P. 1

¹³ Masterinti Hartanti, Adisti Primi Wulan, *Analisis moral yang terkandung dalam novel ayat-ayat cinta karya Habiburahman El-Shirazy*, (jurnal pendidikan bahasa dan Sastra Indonesia : IKIP PGRI Vol. 5, No.1, 2016)

B. Identification Of The Problem

Based on the background of research above, the researcher found the problems as follows: An analysis of moral value in "*Gulliver's Travel*" Novel.

C. Limitation of The Research

Every analysis needs limitation in order to make sure that analysis does not go far from the topic of discussion and to ensure the analysis focuses on what is being discussed. The researcher focused on the utterance that shows moral values from the character in *Gulliver's Travel* novel by Swift. Hymes and Kinnier theories are used to analyse the data.

D. Formulation of The Problem

Based on the background of the research above, the researcher formulates the problem of this research as follows:

1. What are categories of moral value in *Gulliver's Travel* novel ?
2. What are advantages of reading *Gulliver's Travel* novel ?

E. Research Objective

1. To analyze categories of moral values in *Gulliver's Travel* novel
2. To find the benefit of reading *Gulliver's Travel* novel

F. The use of the research

1. Theoretical uses

In conducting this research, it expects that this research will give more information to the readers to take the moral values expressed in the novel *Gulliver's Travel* as the object of the analysis.

2. Practical uses

- a) For students, to increase the appreciation of literature and to motivate them to produce new ideas that are more creative and innovative in the future.
- b) For the University, to use this novel as a medium for teaching pragmatics in the field of linguistic subjects.
- c) For the authors, to add insight and knowledge about the novel, especially on moral values contained in the novel.
- d) For the general public, to provide knowledge and open up horizons of thoughts for lovers of literature.

G. The Scope of the research

a. Subject of the Research

The research analyzes the moral value in *Gulliver's Travel* novel.

b. Object of the research

Analysis text of *Gulliver's Travel* Novel

c. Place of the research

The research was conducted at the library

d. Time of the research

The time when the research was conducted is 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature

“...that I was come according to my promise and with the license of the emperor my master, to have the honour of seeing so mighty a monarch, and to offer him my service in my power, consistent with my duty to my own prince...”

Nowadays, literature is an important subject to be studied since it reflects every single aspect of human life such as happiness, sadness, truth, justice, respect, courage, faith, and other urgent elements. It can be a reference for teaching in the classroom since novels are required reading sources in middle schools, high schools, and universities.

Literature in the case of teaching is divided into three kinds of views;¹ firstly, literature is a discipline to be studied as a cultural product. Traditionally, this one is regarded as the teaching literature when the teacher becomes the center in the classroom. The process of lecturing always follows what is said in teaching procedures such as asking the students to do several kinds of reading, which could be more extensive since the students should read a lot in order to do the tasks given by the

¹ Juan Jesus & Zero Vera, *Literature as study and Resource: The Purpose of English Literature Teaching in University level*, (Universidad de Malaga.revista Atlántida de Estudios Ingleses, 1991), P. 164-170

teacher. In short, in this point of view literature is regarded as teacher-centered to result as product-centered.

Secondly, literature is a source of materials to be analyzed (text) and well-known as a stylistic option. It has a close relationship with linguistic since the students need to analyze the text of literature, can be a short story, novel, poetry, etc. based on the linguistic elements. Linguistic elements are meant to give the contribution of generative grammar, surface, and deep structure. The analysis of literature does not stop at the morphological patterns but also consists the context inside the language focused on verbal arts, semantic, and pragmatics which tend to see the intended meaning of a speaker. In short, it focuses on the utterance used by the speaker, how he uses it and the context when he is speaking it.

Lastly, literature is a source for language learning. In this case, the position of literature is to develop linguistic competence where literature is used not as a source to analyze as a text but tends to be used as a medium for language acquisition. For example, prose text is used for linguistic purpose even though it is still related to the second view of literature elaborated above where the student task cannot be separated from analyzing the linguistic aspects in it. In terms of interaction between teacher and students, in so many cases the teacher teaches non-native students in the classroom. This condition has the potential to confuse the

students because of the lack of understanding, so that the teacher will probably give kinds of activities such as paraphrasing, retelling, or translating a certain kind of text in order to make the students understand more through practices.

Eagleton said that literary work is the reflection of human thoughts and feelings supported by experience and observation. Literary works primarily by emotion and experience, students of literature occupy the more prized territory of feeling and experience.² There are many kind of literature, they are; fiction, poetry, drama , and film.³ Fiction, originally meant anything made up or shaped, is prose stories based on the author's creation and imagination. It includes myths, parables, novels, romances, and short stories. On the other hand, nonfiction is literary works which describe or interpret facts, present judgments, and opinions. It consists of news reports, essays, magazines, newspapers, encyclopedias, broadcast media, films, letters, historical and biographical works and many other forms of communication.⁴ It means that novel is kind of literary work include as the fiction.

² Terry Eagleton, *Literary Theory An Introduction* (2nded), (Great Britain: Blackwell, 1996), P. 22

³ Mario Klarer, *An Introduction to literary studies*.(2nd ed), (London and New York : Rotledge,2004), P. 8

⁴ Edgar. V Robert and Hendry E. Jacobs, *Literature and Introduction to Reading and Writing Fourth Edition*, (New Jersey: Schuster Company,1995), P. 2

Novel is one of literary works that contains many things about language. Therefore a novel is a literary work that conveys many messages on the text. It can be analyzed from several points of view like politics, religions or others. A novel can be analyzed from the moral, social, and religious point of view.

B. Prose

Prose is kind of literary work. The literary work is the result so fan activity of thinking about human life. An author makes literary works to describe complex human life to the real world. Lukacs stated that novel is the epic of an age in which the extensive totality of life is no longer directly given, in which the immanence of meaning in life has become a problem, yet which still tink sin terms totality.⁵

There are a lot of types of prose. Novel and short story are include as type of prose :

C. Concept of Novel

The simple way to define a narrative is as a series of events in a specific order with a beginning, middle and an end. The logical or causal connection between one event and another constitute fundamental aspects

⁵ Luckas,George, Theory of The Novel Translated the Germany by Anna Bostock Berlin (Merlin Press,1988.), P. 24

of every narrative.⁶ A novel is a kind of imaginative literature which belongs to narrative fiction. The literature of imaginations always presents experience by a fictitious presentation of persons, ideas, and events. In a novel, all events or ideas are almost the same with the reality. The author creates characters, plot and settings which are familiar to the reader in order to make them understand, comprehend and enjoy the story easily.

Hudson said that “the novel is self-contained; it provides within its own compass everything that the writer deemed necessary for the comprehension and enjoy meant of his work.”⁷ The term “novel” comes from the Italian “novella”, which means new staff that is small. The novel was originally developed in the region from other forms of narrative nonfiction, such as letters, biographies, and history. Both with a shift in society and development and time, the novel is not only based on data nonfiction anymore. Authors of novels changed their style according to desired imagination. A novel is a narrative text informing of prose with a long shape that includes some figures and fiction events.⁸ Most of novels are talking about people and their problems, especially the conflict between individuals and the society in which they live. In a novel the

⁶Andrew Bennet and Nicholas Royle, *Introduction to Literature, Criticism and theory* (3rded), (Edinburgh Gate: Person Education Limited), P. 53

⁷ William Henry Hudson, *An Introduction to the Study of Literature*, (London: New Impression Reset, George G. Haris, 1916), P. 168

⁸ Amir Mohammed Albloly and Mahmud Ali Ahmed, *Research article Developing the students Literary Apreciation of Novels via Facebook*, (Univesity of kassala: Suddan university of science & technology, Vol.6, No.9.2015), P. 6012

authors express their ideas, imagination, feeling, morality, character, setting etc. Novels are also interesting objects for reading. Sometimes, lecturers and teachers at some universities and schools ask their students to read, to understand, and to analyze certain novels in order to extract moral teachings; the students can analyze the moral values of the story especially positive values. Then they can draw lesson from the story..

There are many kinds of novels. There are psychological novels, detective, social, collective, adventure novels, etc. The psychological novel is a novel telling about a psychological problem which is experienced by characters in the novel. It is focused on the mental situation of characters through their life.

The detective novel is a novel telling about criminals and presenting one or two characters who act as fighters of criminality or as defenders of truth. It usually invites the readers to think about the effect of some incidents that are described by the author in the story. The social novel is a novel which tells about the differences in status and social activities which are against one another.

Adventure novel is a novel focusing on one character, which is considered as a hero. This character always has conflicts in realizing his ideal purpose. The story consists of the novel start where the main character is presented that has a problem which requires solutions. It is a

novel of survival or life in the great outdoors. This novel has frequently found elements in which the characters succeed without adult assistance. Characters are often children, who encounter situations that require quick thinking, problem solving and inner strength.⁹ The last is collective novel, it is a novel which combines two or more kinds of novels presented above.

D. Adventure Novel

Based on the explanation, adventure novel is a novel only focusing on one character which is considered as a hero. Gulliver's Travel is a novel that contains Gulliver's journey which tells his motivation and personality growth through his adventure.

Paige *et.al* explains some motivations of adventure traveler, they are:¹⁰

1. Transformation is one of the benefits of adventure. Learning more about oneself through new exciting, and sometimes difficult cultural experiences will make the personal challenge, personal growth and development, gratitude and mindfulness.
2. Expanded worldview is gaining a new world perspective and testing the physical and mental stamina in nontraditional

⁹ Haloin Marcie, et al, Genre characteristics, R. Routman, (2005,) *Writing Essentials*. Portsmouth, N.: Heinemann, [Online], Available at: <http://www.ux1.eiu.edu/~cfder/GenreCharacteristicsChart.pdf>, (accessed, 16 september 2018), 2005

¹⁰ Paige P.Viren, et.all., *North america adventure Travelers: seeking personal growth, new destinations and immersive culture*, (Christin Beckmann : Adventure Traveler Trade Association, may 2017), P. 25-29

environment; adventure broadens the horizons how one looks at world.

3. Nature and discover, are feelings of being in a remote place seeing untouched environment, being active and enjoying the natural surroundings at the same time in new experience, nature, environment, and place.
4. Learning is educationally broadening individual knowledge about everything seen and experienced. Being able to discuss different cultures and location, with some validity and knowledge.
5. Fun and thrill is an excitement, sense of the unknown “feeling alive, fun, pleasure, excitement.”

Despite of the motivation, there are some values about the personal character which appear the most in adventure traveler’s lives, they are ; kind, efficient, organized and imaginative persons. They actively seek out new experiences and think travel should be about enriching knowledge. They have a moderately altruistic nature and sometimes give advice to others, they enjoy working on new ideas and consider their self an intellectual. They work hard to keep their body healthy and are interested in traditions of indigenous cultural communities and enjoy cultural immersion when they travel.¹¹

¹¹ *Ibid*, P. 17-18

Related to the above explanation, there some values and motivations which appear in story of Gulliver's adventure. He is a kind person who respects to himself, caring of nature and environment and everyone who meets him. He eventually helps people who need help. He is imaginative and works hardest for trying to survive in the worst situation. He organizes himself day to day and is a great person in changing his mind during his adventure. The biggest motivation of Gulliver is about expanded worldview.

E. Gulliver's Travel Novel

Gulliver's Travel is a novel that written by Jonathan Swift. This novel was published in Indonesia by Gramedia Pustaka on April 2018 consist of 422 pages. Born on November 30, 1667, Irish author, clergyman and satirist Jonathan Swift grew up fatherless. Under the care of his uncle, he received a bachelor's degree from Trinity College and then worked as a statesman's assistant. Eventually, he became dean of St. Patrick's Cathedral in Dublin. Most of his writings were published under pseudonyms. He best remembered for his 1726 book *Gulliver's Travels*.¹²

Gulliver begins the story of his adventure with introducing his life and reasons for his journey. Gulliver, who is very fond of traveling, has a profession as a doctor who works on the Antelope ship. At that time,

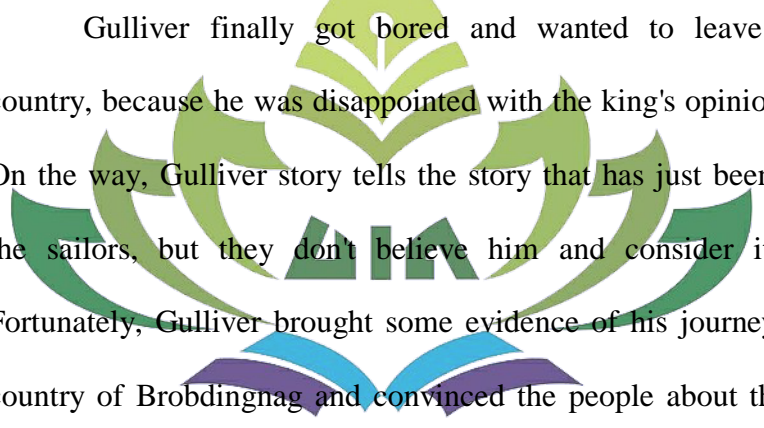
¹² Available (On-Line) : <https://www.biography.com/people/jonathan-swift-9500342>

Gulliver got an offer from Captain William Pritchard, head of the Antelope ship, who would travel to the South Coast. Of course, Gulliver was very happy with the offer, he accepted it and they set sail from Bristol. He then went to the sea being a sailor as a surgeon, and start his first journey in this part.

Gulliver's Travel tells about the character Gulliver who likes to travel. He started his journey as a surgeon. Gulliver has made 4 different trips during his lifetime. Gulliver's first trip was to the land of Liliput a country inhabited by a dwarf society. Here Gulliver was taken captive by the dwarves and was considered a strange giant. However, after Gulliver was released as a prisoner he was given the responsibility to protect the Liliput country from the enemy. Because of his success in winning the war he was given a high title as nardac. But because Gulliver did not want to fulfill the king's request to attract and make Blefuscu the public as slaves. He was considered a traitor. then Gulliver decided to return to England and was helped by officials from Blefsucu to complete his ship and return to the country.

He stayed at home about 2 months, then Gulliver returned to travel to the country of Brobdingnag, which is a country inhabited by giant communities that have a larger size than him. In brobdingnag country,

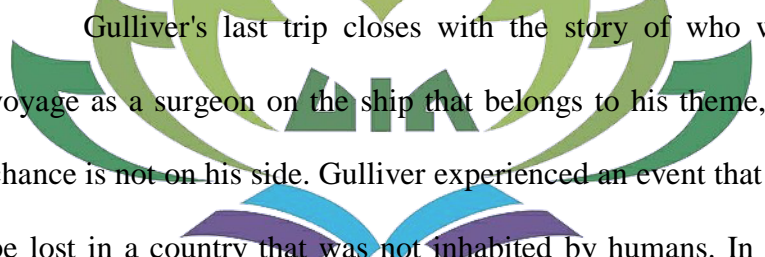
Gulliver is considered a dwarf, but the king treats him it very humanely. Here the king asks a lot about the life of the British people regarding their political, economic and cultural conditions. Gulliver was surprised by the assumption that the community where he came from was very despicable to the king. He tried to explain and defend his community but the king did not see the slightest traits that were better than those shown by Gulliver so that finally the king still considered the Gulliver community to be bedbugs and immoral.



Gulliver finally got bored and wanted to leave Brobdingnag country, because he was disappointed with the king's opinion on England. On the way, Gulliver story tells the story that has just been passed on to the sailors, but they don't believe him and consider it imaginative. Fortunately, Gulliver brought some evidence of his journey while in the country of Brobdingnag and convinced the people about the truth of his story.

After he was just 10 days at home Gulliver finally went on a cruise. On this trip Gulliver was a captain to led a sailing trip to East India. But during the trip, the ship of Gulliver was attacked by pirates. The pirate is a fellow Christian, Gulliver said that he did not expect that fellow Christians would not have mercy, and instead he would get forgiveness from other

religious communities. During this third trip, Gulliver made several trips to several countries where the people thought beyond reason and in terms of knowledge. In every country he stopped by he found that every human being thinks about sophisticated technology to create something and do experiments in various fields of science. At that time Gulliver realized that he felt isolated because he was unable to understand their language and lifestyle and how to think. Finally Gulliver continues his journey to Japan before returning to his country. Because he had studied in the land of the cherry, it was very helpful in adapting and making it easier for him to get help on coming back to England.



Gulliver's last trip closes with the story of who wants to do a voyage as a surgeon on the ship that belongs to his theme, but again the chance is not on his side. Gulliver experienced an event that caused him to be lost in a country that was not inhabited by humans. In the hynmyous country Gulliver still lives with a horse that considers itself to be a "human" yahoo. They treat Gulliver very well like their community and family without hurting it even though they are different types. Gulliver wonders about the role of horses in this country compared to the attitude towards horses in his own country. They consider it very inhuman and make Gulliver aware of the human moral badness towards horses which is currently very human in treating it. He started to be comfortable in the

country and didn't want to go back to his country. But the horses were afraid and they were threatened if at any time Gulliver would do something dangerous, so he was asked to go back to his native country. Arriving at home, his wife and family welcomed him very well, but Gulliver had not been able to receive them and even felt disgusted considering the human inhuman treatment of hewa. But after a few months Gulliver reflected on the events that occurred in his life and found that he was human, so he had to undergo his destiny and was able to accept his wife back and talk to each other and live normally as usual.

F. Concept Of Moral

Hurlock states that moral comes from the Latin word *mores*, it means habit and tradition. Moral issues concern both behavior and character, they arise when life confronts people with such questions as “What should I do (or not do)?”, “How should I act?”, “What kind of person should I be?” Moral issues are inescapable and they come in all shapes and sizes. Therefore, moral is about how we make the relationship between people with everyone around about what they do good or bad.

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¹³ Elizabeth Hurlock, *Moral Development*, (Mc Graw: Hill Book Company, 1978), P. 89

“What should I do (or not do)?”, “How should I act?”, “What kind of person should I be?” Moral issues are inescapable and they come in all shapes and sizes.¹⁴ Therefore, moral is about how we make the relationship between people with everyone around about what they do good or bad.

According to Kohlberg, he suggested a theory of moral reasoning based on the three levels and six stages, whereby children progress through pre-conventional (based on the personal needs and other’s rules), conventional (based on other’s approval, expectation, or values), and post-conventional moral reasoning (based on social contracts and individual principle). The moral development of children is at a level called moral reasoning that is pre-conventional. At this level, children are not used to identifying the development of moral values.¹⁵ While moral value is taught to the audience through actions taken in the novels, moral is never taught in schools or courses anywhere. Moral is formed from the environment where humans live, where the environment is good the child will grow up with good moral. Based on the explanation above, it can be concluded that moral is the human attempt what is right and wrong about our actions and thoughts, and what is good and bad about being who we are. It can be shaped from the environment where the individual lives in society and it

¹⁴ Emmet Barchlow, *Moral philosophy Theory and Issue*, (California: Wadsworth, Inc., 1994), P. 3

¹⁵ James Rest, Elliot Turiel, Lawrence Kohlberg, *Level Of Moral Development As A Determinant Of Preference And Comprehension Of Moral Judgments Made By Others*, (Journal Of Personality, 1969), Vol. 37. No. 2, P. 225-252

will affect how we act in our life. The important thing about Kohlberg's theory is that the level of moral reasoning will increase following the age.¹⁶

G. Concept of Value

Values are considered being of great worth or importance, and are perceived as standards or principles considered valuable or important in life. While the first meaning donates value in physical terms, the second meaning pertains to our behavior patterns.¹⁷ The term “value” may suggest the inclusion of judgment so right and wrong, lofty and base, just and unjust, and more personal preferences, which are useful as individuals happen to value them.¹⁸

According to Fraenkle a value is an idea concept about what someone thinks is important in life.¹⁹ Earle William James says that value is the positive quality of anything that is desirable, useful, interesting, good and important, to name only a few of the terms available for the expression of the positive values.²⁰ When a person values something, he or she seems to be worth work, worth having, worth doing or anything to be obtained.

¹⁶ *Ibid.* 78

¹⁷ Seetha Kunchithapadam, *Need For Value-Based Spiritual Education In Schools*, P. 71 (On-Line), available on : <https://www.sciencedirect.com/journal/...journal...educational.pdf>, (February 26th 2018)

¹⁸ Jacques, Benninga s, *Moral, Character And Civic Education In The Elementary School*, (New York: Teachers College Press, 1991), P.131


¹⁹ R.J.Frankle, *How to Teach About Values: An Analytics Approach*, (New Jersey: Practice – Hall, Inc., 1997), P. 6

²⁰ Earle William James, *Introduction to Philosophy*, (Singapore: McGraw Hill Inc., 1992), P. 92

The truth and universally accepted is the value that produces a behavior that has a positive impact on people to do something and for others. Values are related to the norms of a culture, but they are more global and abstract. Values identify what should be judged as good or evil, while norms provide rules for behavior in specific situations.

Based on the theory we conclude that values are important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable behavior and attitude, so they serve as broad guidelines in all situations.

H. Concept of Moral Value



Kinnier explores that the concept of moral values is still general, when it points out about compassion, justice, truth, and forgiveness or what is called by Golden Rule.²¹ There are four basic identifications of the golden rule, they are (a) respect for oneself, (b) respect for others, (c) civic responsibility, (d) and respect for natural environment.

Moral values are related to human behaviour, in terms of what is considered good and bad. Moral is an either good or bad doctrine accepted by society regarding the actions, attitudes, obligations, morals,

²¹ Richard T.Kinnier, Jerry L. Kernes, Therese M. Dautheribes, *A short list of universal moral values, Counseling and values*, 2000, Vol. 45, No. 1, P. 4-16

manners, and decency.²² Understanding certain good and bad things is relative. This means that something which is in general considered good for someone or a nation, not necessarily is the same for other people or other nations. Someone's opinion about morals and values is usually influenced by the view of life.

Furthermore, moral values are the values which are associated with customs, manners, and behaviour.²³ Overall, the moral teachings are norms and understandings determining the things which are considered good and bad. Consideration of good or bad behaviour is something that would generate moral, as a generic concept. That means the authors express a moral message to the readers through literary works, either directly or indirectly. Moral in literature usually reflects the views of the author's life, the views on the values of truth, and what the author wants to deliver to the readers.

Based on the description above, it can be concluded that morality is the measurement used to determine what is right or wrong of human being's attitudes and actions in terms of the goodness and badness. Moral is a practical lesson that a story, an event, or an experience teaches. Therefore, Hurlock Elizabeth says moral is controlled by the moral

²² SAwi, *Manajemen Sumber Daya Manusia* (2nd ed), (Yogyakarta: BPFY Yogyakarta, 2008)

²³ Zuriyah N, *Pendidikan Moral dan Budi Pekerti dalam Perspektif rubahan*, (Jakarta: Bumi Aksara. 20017)

concepts, the rules of moral to which the members of a culture have become accustomed to and which determine the expected behaviour pattern of all group members. Every society has values to arrange their life that contain some principles, ideals and standards.²⁴

In addition, there are several kinds of moral values. They includes universal concepts such as bravery, humbleness, honesty, justice, steadfastness, respectability, responsibility, sympathy, cooperativeness, thankfulness, trustworthiness, sincerity, and others. Moral value can also be defined as a piece of information about what is right behaviour, what is wrong behaviour, and what is important in life that is sent by the author to the readers through the text he wrote, through the topic and theme declared.

I. Types of Moral Value

There was a term of “universal values” which came from several experts with their theories and argument. One of them was Linton in Kinnier et.al. who states that universal values is include a theory of “modesty” where in this case, a term of modesty tells people how to behave in life including how to respect others or an appreciation of other’s human right existence. Moreover, there are four major and specific categories of moral values proposed by Kinnier et.al.as follows:

²⁴ Elizabeth B. Hurlock, *Child Development Six Edition*, (Mc Graw: Hill Book Company, 1997), P. 386

1. Commitment to something greater than oneself
 - a. To recognize the meaning and purpose of one's existence
 - b. To seek truth
 - c. To seek justice

2. Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility
 - a. To respect and care for one-self
 - b. To not exalt one-self, avoid greediness, and self-centeredness
 - c. To act with conscience
 - d. To accept responsibility of one's behaviour

3. Respect and caring for others
 - a. To recognize the connectedness between all people
 - b. To serve and to be helpful to humankind and individuals
 - c. To be caring, respectful, compassionate, tolerant, and forgiving to others
 - d. To not hurt others (do not murder, abuse, steal from, cheat, or lie to others)

4. Caring for other living things and environment.

Regarding with the core elements of moral values, there are many experts in Kinnier et.al. who argue that moral values are all about “Golden Rules” and its implications as mentioned as follows:

1. Treating others with respect and compassion

2. The virtues of truthfulness
3. Justice
4. Personal responsibility
5. Self-discipline
6. Courage
7. Faith

From the explanation above, it can be concluded that moral values are connected with human's behaviour. It means that we can see whether a person takes and applies goodness or vice versa in life is based on his attitudes towards himself as reflected in Gulliver's Travel Novel. In addition, moral values are also about values that express the belief of someone or faith such as people believing in God. Next, courage is an element that also has a value that needs to be assessed in life since it is related to how someone can live in this world with power and good resolution. We have to take it seriously that it is vital to keep in mind how we should behave towards above mentioned important elements as well as making those kinds of relationship that are in balance, so that what seems as abstract in terms of moral values content becomes concrete or real when people have an effort on applying them.²⁵

²⁵ Richard T.Kinnier, Jerry L. Kernes, Therese M. Dautheribes *A short list of universal moral values, Counseling and values*, 2000, Vol. 45.1, P. 4-16

J. Context

Studying pragmatics will not be complete in the absence of some mentioning of context. Context is background knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what the speaker means by given utterance.²⁶ It means that context is the basic knowledge of what speaker and hearer have in their minds to understand the speaker's utterance and the hearer can guess or catch what the speaker means by his/her utterance.

Beside context, there is another aspect of speech, which is listener's and speaker's, purpose of speech, etc. As the following, Dell Hymes's explains that for the correct language, one not only learns words and grammatical rules, but also the context of the use of the language. In "Speaking Model" the aspects to be considered are as follows:²⁷

S: Setting is an aspect that includes the time and place of the talk, while scene is a "psychological setting" or "cultural definition" of the level of seriousness.

²⁶ Geoffrey N. Leech. *principle of pragmatics*. (New York: longmanInc.1983), P.13

²⁷ Dell Hymes, *sociolinguistics and the Ethnography of Speaking*, (London: Routledge), 2010, P. 77-78

P: Participants, through speakers (speakers) and speakers (audience) in a conversation, speaker's background and a relation with a speaker is the context that influences it.

E: Ends, Hymes explains ends as the "purpose" or "goal" of a conversation.

A: Act on the information submitted. Hymes describes the sequence of actions as "form" shapes and the "sequence" of an event (event).

K: Key, display for speakers and speakers/audience during the conversation.

I: Instruments of "form and speech" (style of language)

N: Norms are normal-norms in conversations that are not discussed, but that offer information on how speakers or speakers cause the error.

G: Genre is a type of event or effect of a story.

Based on the theory above, the researcher will use the theory of Dell Hymes to analyze the moral value in Gulliver's Travel novel. This research is about novel. Therefore, the researcher does not use all the aspect in Dell Hymes theory, hence the researcher just focuses on the aspects that are expressed in the novel of *Gulliver's Travel*.

K. The Advantages of Literature

From this novel we can take some advantages of reading a novel, they are; improving language skills, increasing the knowledge of another culture, developing one's own personality and support for shaping the character.²⁸

1. Improving language skills

By reading a novel, it can make the reader improve their reading comprehension and learn more vocabulary. It may also improve the skills of listening, speaking, and writing.

2. Increasing the knowledge of another culture

Fiction has a big connection with humans life. The reader can gain the knowledge of the reality of life from another culture through stories by reading a novel.

3. Developing one's own personality

Reading can develop the personality of someone. Novel usually tells different values and shows some personalities that could be taken by the reader to develop their life.

4. Support for shaping someone's character.

Fiction can support the reader for shaping their character. The

²⁸ Yulianeta, 2018, *Hakikat Pembelajaran Sastra*, <http://webcache.googleusercontent.com/search?q=cache:IRGFSV5Ukm4J:repository.ut.ac.id/4793/1/PBIN4219M1.pdf+&cd=8&hl=id&ct=clnk&gl=id.pdf>, (accessed: August 1th 2018)

character in the novel has many good characteristics during his life, such as helping each other, respect, etc. This will give the lesson to be a good person and teach about the way how to interact with others.

L. The Relation Between Moral Values and Education

Education is the organized development and equipment of all the powers of a human being, moral, intellectual, and physical, by and for their individual and social uses, directed toward the union of these activities with their creator as their final end. It is used to improve moral and train intelligence. Education is a process of installing something into human beings.²⁹ So that, for many people education has an important role to improve their capabilities and to qualify themselves.

Besides, moral education is significant for the students because they can contribute a sense of responsibility to the school's community and understand that cheating and other immoral acts harm everyone concerned. It helps the learners not only to reach a higher level of academic achievement but to get a higher level of moral awareness as well.³⁰

There are four elements in learning to be moral, those are:

²⁹ Syed Muhammad Naquib, *The concept of Education In Islam: A Framework for Islamic Philosophy of Education*, (Kuala Lumpur: ISTAC), P. 3

³⁰ David R. Shaffer and Sigelman Carol K, *Life Span Human Development*, California: Brooks Cole Publishing Company, 1995, P. 357

1. Learning what the social group expects of its members as spelled in laws, customs, and rules.
2. Developing a conscience.
3. Learning to experience guilt and shame when the individual's behaviour fails to conform to the expectations of the group.
4. Having opportunities for social interactions to learn what members of the group expect.³¹

The novel is a powerful medium in teaching because it connects ideas with emotion in the reality of life. Furthermore, novel and moral have a very close relationship, because the novel is an effective medium that can be used by the teacher to teach the positive impacts of reading and knowing the positive moral value of novel to increase their knowledge and having a good moral.

From the explanation above, the novel can be used as a medium of learning to inoculate good moral when the teacher wants to give a good example to the students when they learn about moral. Teachers should therefore consider giving a good book as the medium of education.

³¹ Elizabeth B Hurlock, *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*, (Jakarta: Erlangga, 1997), P. 387

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this chapter the researcher would like to explain the methodology used in this research. The researcher used qualitative descriptive research method to describe the moral values that appear in *Gulliver's Travel* novel. Bodgan and Biklen said that qualitative research is descriptive. The data collected is in the form of words and pictures, rather than numbers, processing the data taken from various sources, such as movie transcript, articles, etc.¹ It means that qualitative focused on analyzing the words, pictures, movies and another media through the method of describing the meaning of it, it is not used for measuring the data by numeric. Following the explanations above the researcher used the qualitative data analysis to describe the meaning of moral value through the text in the *Gulliver's Travel* novel.

Bodgan and Biklen mention the characteristic of qualitative research as follows:

1. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument
2. Qualitative research is descriptive

¹ Bodgan and Biklen, *Qualitative Research for Education : An introduction to the theory and method*, (Boston: Allyn nd Bacon,Inc,1998), P. 28

3. Qualitative researches are concerned with process rather than simply with outcomes or products
4. Qualitative researches tend to analyze their data inductively
5. Meaning is of essential concern to the qualitative approach

Moreover, qualitative researchers tend to investigate “the quality of relationship, activities, situations, or materials” where those four elements should be described in detail instead of comparing the effect of a certain treatment as what another type of research is doing.² Qualitative research does not mean to describe population characteristics or draw generalizations to conclusions applicable to a population but rather focus on the representation of phenomena.³ In other words, since the researcher simply does not judge the outcomes or product from her subject of research but tends to see the process of describing the moral values reflected in the novel, so that this research design is definitely appropriate for this research.

B. Data Source

In this research, the researcher believes that it is highly important to have a clear cut on what the data and source of data are. In this case, the appearance of the data is in terms of words in a text where the novel of “Gulliver’s Travel” written Jonathan Swift becomes the source of data that

² Fraenkel, Jack R. And Wallen, Norman E. *How to Design and Evaluate Research in Education. Second Edition.* New York: McGraw-Hill Inc.1993, P. 380

³ Robert K.Yin, *Applications Of Case Study Research*, Sage, 2011, P. 18

the researcher gathered. The researcher limited the data source took only from the dialogue in the novel.

According to Moleong the document can be used as a data source and can be used as a proof, understanding and interpreting an event.⁴ The researcher will do documentation by collecting data and learn from novel .

C. Research Instrument

In this research, the researcher is the key instrument since it becomes one of qualitative research characteristic. Qualitative researcher as the human instrument will set the focus of the research, choose the source of the data, collect the data, analyze the data, interpret the data , and make the conclusion of the research. The researcher as the instrument or research tools due to of some characteristic as follows:⁵

1. Researchers as sensitive tools and can react to any stimulus from the environment that must be estimated to be meaningful or not for research, the researchers as tools can adjust to all aspects of the situation and can collect a variety of data at once,

⁴ Lexy J. Moleong, *Metodologi Penelitian*, (Bandung: PT. Remaja Rosda Karya, 1999), P. 105

⁵ Sugiono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2009), P. 306-308

2. Each situation is a whole meaning that there is no instrument in the form of a test or questionnaire that can capture the whole situation except humans,
3. A situation that involves human interaction cannot be understood with mere knowledge and to understand it, we need to feel it often, dive into it based on our knowledge,
4. The researcher as an instrument can immediately analyze the data obtained. He can interpret it, giving birth to a hypothesis immediately to determine the direction of observation, to test the hypothesis that arises instantly,
5. Only humans as instruments can draw conclusions based on data collected at one time and use immediately as feedback to obtain confirmation, change, improvement or treatment

This research used guideline in analyzing the moral values reflected in the novel of Jonathan Swift entitled “Gulliver’s Travel”. In this case, the researcher used moral values categories based on theory in Kinnier et.al while also combining the theory with “Golden Rules” which also stated in Kinnier. The guideline of moral values analysis as follows;

Table 1.The guideline of moral values Analysis

No.	Categories	Description
1	Commitment to something greater than oneself	a. To recognize the meaning and purpose of one's
		b. To seek truth
		c. To seek justice
2	Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility	a. To respect and care for oneself
		b. To not exalt oneself, avoid greediness, and self-
		c. To act with conscience
		d. To accept responsibility of one's behavior
3	Respect and caring for others	a. To recognize the connectedness between all people
		b. To serve and to be helpful to humankind and individual
		c. To be caring, respectful, compassionate, tolerant, and forgiving of others
		d. To not hurt others, e.g. do not murder, abuse, steal from, cheat, or lie to others
4	Caring for other living things and environment	The attitude of someone behavior to care about other people living or environment around them
5	Courage	Ability to do something bravely or in Power
6	Faith	Complete trust in someone or something. e.g. God and other spiritual apprehensions

1. Commitment to something greater than oneself

This moral shows how the human behaviour is in interaction with others what it commits to something greater than oneself, which includes to recognize the meaning and purpose of one's existence, to seek truth, and to seek justice.

- a. To recognize the meaning and purpose the meaning and purpose of one's existence

This aspect defines the attitude of humans when they realize something which shows the fact, situation or condition about life, such as they know where they come from and know who they are.

- b. To seek truth

This aspect of value is a choice humans can make, taking charge of our life by letting go of everything we fear and accepting life as a challenge, for example to dare going into the unknown for the sake of the liberation of our own individual spirit. In this way it is possible to find the truth about someone or something that has happened.

- c. To seek justice

This aspect of value is the most essential of moral items because people need something beyond themselves which is bigger and more powerful than them.

2. Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility

This categories of moral are needed to appreciate and respect oneself but without ignoring and understimating others.

a. To respect and care for oneself

This aspect is created as the behaviour of a moral individual towards oneself for making us feel more valueable. Such as giving the reward and caring for the life of oneself.

b. To not exalt oneself, avoid greediness, and self-centredness

This aspect of value defines how humans need to be more humble to others and not to be self-centred..

c. To act with conscience

This moral item is an attitude to care and protect oneself as the human being need to be well treated. This shows how we need to do something based on our thinking and feeling that comes from the heart and conscience.

d. To accept responsibility for one's behavior

This item shows how people should take the responsibility for their life from others. When we get mandate from someone, we have to be responsible about it.

3. Respect and caring for others

This moral is showing how to be human beings, because as the social humans we can not live alone and we need to respect and care for others.

a. To recognize the connectedness between all people

This value is the human attitude of humans about their relationship with other humans. This shows how they can be respectful and good for others.

- b. To serve and to be helpful to humankind and individuals

This value is the human attitude towards other humans to be more helpful and serve good things to the humankind and individual.

- c. To be caring, respectful, compassionate, tolerant, and forgiving to others

This aspect of moral tells about how humans must respect, care, and be compassionate, tolerant, and forgiving towards others to show their respect and caring to others. For example accepting the differences, etc.

- d. To not hurt others

This aspect of value is showing how humans want to keep others from hurt, do good things and avoid the bad things.

4. Caring for other living things and environment

This moral value of caring for other living things and environment is the attitude of someone's behavior to care about other people or environment around them.

5. Courage

This moral shows the human attitude about their ability to do something bravely or in power. It appears that humans are dare to try things that are either through difficult. It also can be defined as an action to struggle and maintain something which is believed as something good and right with passing a danger, difficulty and weakness.

6. Faith

This moral shows a complete trust in someone or something, e.g God, religion, and other spiritual apprehensions

D. Data Collecting technique

It is obvious that in a research the part of data collecting is very urgent and vital. In qualitative research, data is not collected at the end of the research, but it tend to be more focus on the process which is ongoing during the research and the data should be observed continually in order to have a significant and valid finding.⁶ That is why the researcher believes that the steps of collecting the should be pointed out systematically:

1. The first step of collecting the data is the researcher prepares the novel of “Gulliver’s Travel” written by Jonathan Swift as well as having a mature understanding of the “Moral Values” as the core component in this research
2. The second step that the researcher has done is reading the content of the novel carefully while writing important notes and codes.
3. The next step is identifying the appropriate data. In this case, the researcher only focuses on the moral values proposed by Kinnier et.al that has been mentioned on the research instrument above
4. The last step is the step the researcher rechecks the data collected in order to have the data valid

⁶ *Op.Cit*, P. 383

E. Research Procedure

The procedure is very important for knowing how the data will be collected and for answering the questions of the research problem. The researcher has to decide the right procedure to collect the data. The steps that will apply in the study should be mutually supportive of each other, in order the research has the right weight and gives unquestioned conclusions.⁷

1. Planning

- a. Submit the title to the head of department
- b. Get an advisor
- c. Consultation of the proposal to the advisor
- d. Proposal seminar
- e. Revise the proposal

2. Affection

At this stage, the researcher will collect the data and process it, it will be done by :

- a. Complete the data *Gulliver's Travel* novel, synopsis *Gulliver's Travel* novel
- b. Read the novel and research for it
- c. Researcher will observe the novel until three times or more to analyze the noted scene of the text in the novel

⁷ Sugiono, *Metode penelitian kualitatif R & D*, (Bandung:Alfabeta,2012), P. 272

3. Reporting
 - a. Making a framework research result
 - b. Makingna report on the findings

F. Data Analysis

In order to analyze the data finding, the researcher uses analytic procedures which are proposed by Creswell, as follows:⁸

1. Data managing

In data managing, the researcher organize files needed for data analysis where in this research, the researcher gathers the novel to be read and has the guideline of moral values categories handed

2. Reading and noting

In this part of analysis, the researcher reads through text as well as making notes.

3. Classifying

In this case, the researcher needs to classify or group the items to be analyzed whether they exist in the text. In addition, the researcher also reduces the data which is not relevant or appropriate with the objective of the research.

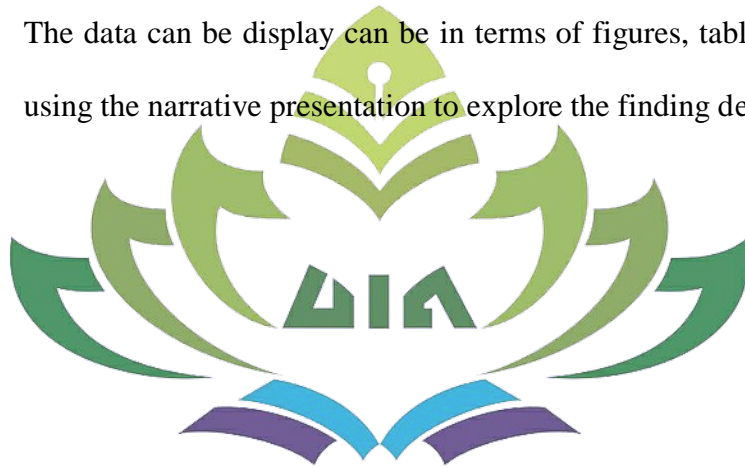
⁸ John W.Creswell, *Qualitative Inquiry and Research Design: ChoosingAmong Five Traditions*. Thousand Oaks, California: SAGE Publication Inc.1998, P.148-149

4. Interpreting

After having the data classified, the researcher makes sense of the data naturally by relying on the appropriate theory. It is important to take a note that the researcher needs to generalize the data naturally by using direct interpretation.

5. Representing

In this procedure, the researcher visualizes the data finding accurately. The data can be display can be in terms of figures, tables, and of course using the narrative presentation to explore the finding deeply.



CHAPTER IV

RESULT AND DISCUSSIONS

A. Categories of Moral value

According to Kinnier *et.al*, Moral Values are divided into some categories: There are some aspects that appear on 32 dialogues included the category of moral value in *Guliiver's Travel* novel. moral value are divided into some categories:

1. Commitment to something greater than oneself

Commitment to something greater than oneself is to recognize the existence of and be committed to a supreme being, higher principle, transcendent purpose or meaning to one's existence to seek truth and to seek justice. Based on the data classification there are three aspects of commitment to something greater than oneself, there are 4 data of to recognize the meaning and purpose of one's existence, 2 data of to seek truth and 2 data of to seek justice. The analysis of 3 aspects as follows:

a. To recognize the meaning and purpose of one's existence

Data	Dialogue	Description
1 (1)	...that I thought it would not become me, who was a foreigner...	Setting occurs in the kingdom of Liliput (S) participant by Gullivers (P) as the speaker try to remind the majesty that it is not his right to take the the role for that event because he was just a foreigner who doesn't know the rule very well (E) there is found values in dialog " to recognize the meaning

		of one's existence" (A) dialogue is spoken with low intonation (K) spoken by the speaker while feel worry 'and realise about his life (N) written dialog (I) which is formulated in the form of narrative fiction (G)
2 (2)	I humbly answered ,“that I was my master's slave: but, if i were at my own disposal, I should be proud to be devote my life to her majesty's service”	Setting occurs in the kingdom of Brobdingnag (S) participant by Gullivers (P) as the speaker try to remind the majesty about his existence in that place (E) there is found values in dialog “to recognize the meaning of one's existence” (A) dialogue is spoken with low intonation (K) spoken by the speaker while he realize his meaning in the kingdom (N) written dialog (I) which is formulated i the form of narrative fiction (G)
3 (3)	Some of our sailors, whether out of treachery or inadvertence, had informed the pilots , “that I was a stranger, and great traveller”	Setting occurs in the kingdom of Luggnag (S) participant by the sailor (P) as the speaker try to remind existence of Gulliver as the stranger (E) there is found values in dialog “to recognize the meaning of one's existence” (A) dialogue is spoken with high intonation (K) spoken by the speaker while he realize his meaning in the kingdom (N) written dialog (I) which is formulated i the form of narrative fiction (G)

Based on the data (1) as we can see the aspect of moral value something greater than one self is to recognize the meaning and purpose of one's existence that exist in the part 1 of the novel. In those part, the content is the fact that the dialogue between participant Gulliver and the secretary,

when the character of Gulliver talk to the secretary, he explained his origin and said “a foreigner” he was said the fact that he is the one who may not forget where he comes from in this world, he is as a foreigner so he did not deserve to take the role in the Kingdom. It shows the norms of Gulliver that he can recognize the meaning and purpose of his existences. (Page 63)

Beside data (2) also give explanation as the aspect of moral value something greater than one self is to recognize the meaning and purpose of one’s existance that exist in the novel. In those dialogue shows, the content is the fact that the dialogue between participant Gulliver and the majesty, the character of Gulliver talk to the majesty “that I was my master's slave”, it explains about Gulliver really understand his position in the kingdom of Brobdingnag, he is as a slave and will obedient to the majesty’s command. It shows the norms of Gulliver that he can recognize the meaning and purpose of his existences. (Page 137)

In the data (3) it can be seen the aspect of moral value something greater than one self is to recognize the meaning and purpose of one’s existance that exist in the novel. In those dialogue shows, the content is the fact that the dialogue between participant Gulliver and the majesty, the character of Gulliver talk to the majesty “that I was a stranger, and great traveller”, it explains about Gulliver really understand his position in the kingdom of Brobdingnag, he is as a slave and will obedient to the majesty’s command. It shows the norms of Gulliver that he can recognize the meaning and purpose of his existences”. (Page 284)

b. To seek truth

Data	Dialogue	Description
4 (5)	He said, “as for sending me bound, it was impossible; that, although I had deprived him of his fleet, yet he owed great obligations to me for many good offices I had done him in making the peace. that, however, both their majesties would soon be made easy; for I had found a prodigious vessel on the shore, able to carry me on the sea, which he had given orders to fit up, with my own assistance and direction; and he hoped in a few weeks both empires would be freed from so insupportable an encumbrance”	Setting occurs in Blefuscu (S) participant (1) Gulliver (2) the emperor as the speaker (P) try to tell the truth about Gulliver who already created the peace (E) there is value in this quotation “ to seek truth” (A) dialogue is spoken with low intonation (K) the speaker spoken this and tell the truth of the story (N) written dialog (I) which is formulated in the form of narrative fiction (G)
5 (6)	Most of them telling me, “they died in poverty and disgrace, and the rest on a scaffold or gibbet”	Setting occurs in Glubdrubdrig (S) participant (1) Gulliver (2) person of Glubdrubdrig as the speaker (P) try to tell law of women in Grubdrubdrig (E) there is value in this quotation “ to seek truth” (A) dialogue is spoken with low intonation (K) the speaker spoken this and tell the truth of the story (N) written dialog (I) which is formulated in the form of narrative fiction (G)

Based on the data (4) it can be seen another aspect of moral value something greater than oneself which is to seek truth. In this case, the writer tries to explore the truth of something happened in the blefsucu

about the causes why they want to keep Gulliver and help him to go back to his country. The dialogue between participants of Gulliver's talk to the chairman, and he told the truth that "...yet he owed great obligations to me for many good offices I had done him in making the peace". It shows the norms of the speaker, that he is saying the truth and explains about the condition in that country. (Page 103)

In the data (5) is also showed the other aspect of to seek truth. In this case, the writer tries to explore the truth of something happened in the Grubdrubrig country's about the causes of the death people there. The dialogue between participants of Gulliver's talk to the soul of people in Grubdrubrig, and he told the truth that "they died in poverty and disgrace, and the rest on a scaffold or gibbet". It shows the norms of the speaker, that he is saying the truth and explains about the condition in that country. (Page 281)

c. To seek justice

Data	Dialogue	Description
6 (7)	I learnt were to express my desire, "that he would please give me my liberty"	Setting occurs in the kingdom of Liliput (S), Participant by Guliver as (P) the speaker to do the justice between his right and the laws of the kingdom (E) there is found value "to seek justice" (A) dialogue is spoken with low intonation (K) the dialogue spoken by the speaker while he asks his liberty (N) written dialog (I) which is formulated in the form of narrative fiction (G
7 (8)	He replied, "by the laws of the kingdom, I	Setting occurs in the kingdom of Liliput (S), Participant by Guliver

	<p>must be searched by two of his officers; that he knew this could not be done without my consent and assistance ; and he had so good an opinion of my generosity and justice, as to trust their persons in my hands; that whatever they took from me, should be returned when I left the country, or paid for at the rate which I would set upon them”</p>	<p>as (P) the speaker to do the justice between his right and the laws of the kingdom (E) there is found value “tok see justice” (A) dialogue is spoken by with high intonation (K) the dialogue spoken by the speaker while he ask the secretary to get liberty and they should do the rule for Gulliver and do the justice by asking the readiness of Gulliver (N) written dialog (I) which is formulated in the form of narrative fiction (G</p>
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The data (6) it can be seen the aspect of moral value about something greater than oneself which is to seek justice. The result shows where the dialogue between participant the emperor and Gulliver contains about the justice about his liberty. The dialogue that “...please give me my liberty”. In this dialogue showed the norms about doing a justice when Gulliver asked to the envoy to get his liberty and his freedom as a human. (Page 39)

Beside that in the data (7) also give the explanation the aspect of moral value about something greater than oneself which is to seek justice. The result shows where the dialogue between participant the emperor and Gulliver contains about the justice about his liberty. “by the laws of the kingdom, I must be searched by two of his officers; that he knew this could not be done without my consent and assistance; and he had so good an opinion of my generosity and justice, as to trust their persons in my

hands; that whatever they took from me, should be returned when I left the country, or paid for at the rate which I would set upon them". In this dialogue shows the norms about doing a justice when Gulliver asked to the envoy to get his liberty, and he will help the soldier to do their rule to search his body as the foreigner as well. (Page 39)

2. Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility

Moral value about self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility is to respect and care for oneself, to not exalt of overindulge-to show the humility and avoid gluttony, greed, or another form of selfishness or self-centeredness, to act in accordance with one's conscience and to accept responsibility of one's behavior. Based on the data classification there are 4 aspects of moral value of self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility, there are 4 data of aspect to respect and care for oneself, 3 data of aspect to not exalt one self, avoid greediness, and self-centredness, 1 data of aspect to act with conscience, and 2 data of aspect to accept responsibility of one's behavior. The analysis of 4 aspects as follows:

a. To respect and care for one self

Data	Dialogue	Description
8 (10)	I answered, “that, I understood both very well: for although my proper employment had been to be surgeon or doctor to the ship, yet often, upon a pinch, i was forced like a common marinir”	Setting occurs in pacific ocean (S) participant by Gulliver as (P) the speaker respect and care for himself from something he know about (E) there is found value in this text “to respect and care for oneself” (A) dialogue is spoken with low intonation (K) by the speaker when tells about his capability to the queen (N) written dialog (I) which is formulated in the form of narrative fiction (G)
9(11)	I told him, “...I knew the ingredients very well, which were cheap and common; I understood the manner of compounding them, and could direct his workmen how to make tubes, of a size propotionalable to all other things in his majesty’s kingdom.....”	Setting occurs in country of Brobdingnag (S) participant by Gulliver as (P) the speaker respect and care for himself from something he know about (E) there is found value in this text “to respect and care for oneself” (A) dialogue is spoken with low intonation (K) the text is written by the speaker when tells about his capability to the queen (N) written dialog (I) which is formulated in the form of narrative fiction (G)
10(12)	I evaded the question by answers, “I had satisfied the emperer and court in all particulars”	Setting occurs in the pacific ocean (S), Participant by Guliver as (P) the speaker to tells the experience about his life(E) there is found value “to respect and care for oneself” (A) dialogue is spoken with low intonation (K) the dialogue spoken by the speaker while he want still safe and come back to his native country (N) written dialog (I) which is formulated in the form of narrative fiction (G)

In the result of the data (8), text above shows the aspect of to respect and care for oneself. The writer tries to say that the main character knows how to care and respect himself. The dialogue between participant of Gulliver and the emperor when Gulliver told “I understood both very well: for although my proper employment had been to be surgeon or doctor to the ship, yet often, upon a pinch, i was forced like a common marinir “, it shows that he knows that things both very well, because of his experiences as the surgeon and sailor. It tells the norms of Gulliver that he is respect and care for himself. (Page 164)

Beside data (9) it can be seen the aspect of the second moral value is to respect and care for oneself. The writer tries to say that the main character knows how to care and respect himself. The dialogue between participant of Gulliver and the majesty when Gulliver told “I knew the ingredients very well,” it shows that he have the knowledge about somethings very well. It tells the norms of Gulliver that he is respect and care for himself. (Page 186)

Data (10) also shows the aspect of the second moral value is to respect and care for oneself. The writer tries to say that the main character knows how to care and respect himself. The dialogue between participant of Gulliver and the majesty when Gulliver told “i had satisfied the emperor and court in all particulars”, it shows that he had done a good things during his adventure. It tells the norms of Gulliver that he is respect and care for himself because he has a good value. (Page 305)

b. To not exalt one self, avoid greediness, and self-centredness

Data	Dialogue	Description
11(14)	I said to the queen, “since I was now her majesty's most humble creature and vassals, I must beg the favour , that glumdalclitch , who had always , tended me with so much care and kindness, and understood to do it so well, might be admitted into her service, and continoue to be my nurse and insructor”	Setting occurs in the Country of Brobdingnag (S) Participant by Gulliver as (P) the speaker to say about the glory of majesty and humble himself (E) there is found value “to not exalt one self, avoid greediness,and self-centredness” (A) dialogue is spoken with low intonation (K) the dialogue spoken by the speaker while he thanked and admit the glory of the Queen (N) written dialog (I) which is formulated in the form of narrative fiction (G)
12(15)	I told him, “I was their prisoner, and I would submit”	Setting occurs in the Houyhnhnms (S) participant by Gulliver as (P) the speaker tells about his majesty's power than his power (E) there is value found in the dialogue “to not exalt oneself, avoid the greediness, and self-centeredness” (A) dialogue is spoken with low intonation (K) the dialogue spoken by the speaker when Gulliver's realize his position as the prisoner of his master (N) written dialog (I) which is formulated in the form of narrative fiction (G)

On the data (11), it shows the aspect of to not exalt oneself, avoid greediness, and self-centeredness. This aspect can be seen from the dialogue of participant between Gulliver and majesty that Gulliver said, “since I was now her majesty's most humble creature and vassals, I must beg the favour, that glumdalclitch, who had always , tended me with so

much care and kindness, and understood to do it so well, might be admitted into her service, and continue to be my nurse and instructor”, the text above shows the norms of Gulliver about how Gulliver can be more respect and avoid the self-centeredness to the majesty. (Page 137)

Beside that the data (12) also shows the aspect of to not exalt oneself, avoid greediness, and self-centeredness. This aspect can be seen from the dialogue of participant between Gulliver and majesty that Gulliver says, “I was their prisoner, and I would submit”, the text above shows the norms of Gulliver about how Gulliver realize his position as the prisoner and not exalt about himself and he will obey the rule of the kingdom and do his task to the master even he knows he able to do more if he want. (Page 310)

c. To act with conscience

Data	Dialogue	Description
13(16)	He added, “that he hoped I should prove a useful servant, and well deserve all the favours he had already conferred upon me, or might do for the future”	Setting occurs in kingdom of Liliput (S) participant by Gulliver (1) and delegate (2) as (P) the speaker that tells if Gulliver should act with the conscience to be useful servant as he got from him (E) there is found value in the text “to act with conscience” (A) dialogue is spoken with low intonation (K) the dialogue spoken by the speaker the speaker when he hope something that appropriate with the human being (N) the written text (I) which is formulated in the form of narrative fiction (G)

In the data (13) it can be seen the aspect of to act with conscience. The dialogue between Gulliver and the delegates of the majesty, the majesty told “Gulliver should prove a useful servant, and well deserve all the favours he had already conferred upon me, or might do for the future”; it showed how Gulliver should be act for his majesty, as he got from him. It such kind of returning the favor as a human being in social life and it’s normal to act by the conscience. This dialogue shows us how to be a good person and act with the conscience to return what someone has done to us.

(Page 56)

d. To accept responsibility of one’s behavior

Data	Dialogue	Description
14(17)	I told his majesty, “...that I was come according to my promise and with the license of the emporer my master, to have the honour of seeing so mighty a monarch, and to offer him my service in my power, consistent with my duty to my own prince...”	Setting occurs in the palace of Liliput (S) participant by Gulliver as (P) the speaker accept the responsibility according to his promise to the majesty (E) there is found value in the text “to accept responsibility of one’s behavior” (A) dialogue is spoken with low intonation (K) the dialogue spoen by the speaker while he feel he has something to do as his responsible to the majesty (N) the written text (I) which is formulated in the form of narrative fiction (G)
15(18)	James welch came down to my cabin and said, “He had orders from the captain to set me ashore”	Setting occurs in the pacific ocean (S) participant by James and Gulliver as (P) the speaker accept the responsibility according to his duty to the majesty (E) there is found value in the text “to accept responsibility of one’s behavior” (A) dialogue is spoken with low intonation (K) the dialogue spoen by the speaker while he feel he has

		something to do as his responsible to the majesty (N) the written text (I) which is formulated in the form of narrative fiction (G)
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The data (14) The last aspect of to accept responsibility of one's behavior, it shows in the dialogue between the participant of Gulliver and the king of Liliput that Gulliver says, "I was come according to my promise...", this shows the norms of Gulliver when accept his favor and take his responsibility to learn and do based on his promise to the emperor. Gulliver talks to the king to fill up the obligation to the majesty about his responsibility. (Page 98)

Beside the data (15) it also shows the aspect of to accept responsibility of one's behavior, in the dialogue between the participant of James and Gulliver when James says that, "He had orders from the captain to set me ashore". It shows the norm of James that he has the responsibility to the majesty and he accepts as his duty to do it. (Page 311)

3. Respect and caring for others

Moral value of respect and caring for others is to recognize the connectedness between all people; to serve humankind and to individuals; to be caring, respectful, compassionate, tolerant, and forgiving of others and to not hurt others, e.g. does not murder, abuse, steal from, cheat, or lie to others. Based on the data classification there are 4 aspects of moral value of respect and caring for others, there are 1 data of aspect to

recognize the connectedness between all people, 2 data of aspect to serve and to be helpful to humankind and individuals, 2 data of aspect to be caring respectful, compassionate, tolerant, and forgiving others, and 2 data of to not hurt others. The analysis of the aspect as follows:

a. To recognize the connectedness between all people

Data	Dialogue	Description
16(19)	His imperial majesty desired, “that he and his royal consort, with the young princes of the blood of both sexes, might have the happiness...”	Setting occurs in Gulliver (S) Participant by majesty and soldier (P) the speaker recognize his connectedness between majesty and his royal consort (E) there is found value in the text “ to recognize the connectedness between all people” (A) dialogue is spoken with low intonation (K) the text is written by the speaker when he feel want the happiness come to his family (N) b the written text (I) which is formulated in the form of narrative fiction (G)

From the data (16) it can be seen the aspect of to recognize the connectedness between all people. The dialogue between the participant of majesty and the soldier, when majesty said that “he and his royal consort, with the young princes of the blood of both sexes, might have the happiness.” It shows how the majesty realize to think about his happiness for his royal consort and his family, so the majesty talk about his desired to his soldier that he want to be happy with her consort and child. It shows the majesty’s norm that he thought about his family and means that he can recognize connectedness between him and his family. (Page 85)

b. To serve and to be helpful to humankind and individuals

Data	Dialogue	Description
17 (20)	I told his excellency, “that I was enterily at his disposal”	Setting occurs in the Garden (S) Participant by Gulliver (1) and Munodi (2) as (P) the speaker who want to do something for his lord for help him in supporting his country (E) there is found aspect “to serve and to be helpful to humankind and individuals” (A) dialogue is spoken with low intonation (K) the text tells when Gulliver feel respect and empathy feel more grateful (N) the written text (I) which is formulated in the form of narrative fiction (G)
18 (21)	and saying, “the farmer had instructed me very well in my lesson”	Setting occurs in the (S) Participant by Gulliver (1) and king as (2) (P) the speaker who tells about the kindness of farmer who had helped him during his learning(E) there is found aspect “to serve and to be helpful to humankind and individuals” (A) dialogue is spoken with high intonation (K) the text tells when Gulliver feel respect about what the farmer did for him (N) the written text (I) which is formulated in the form of narrative fiction (G)

Data (17) is showing the aspect of to serve and to be helpful to humankind an individual. The dialogue between the participants where Gulliver talk to Munodi that “I was entirely at his disposal”. This shows the norms of Gulliver that his kinds of helpful person because he want to help Munodi to fix the problem to change the country became better. (Page 245)

Beside the data (18) also showed the aspect of to serve and to be helpful to humankind an individual. The dialogue between the participants where

Gulliver talk to the king that “the farmer had instructed me very well in my lesson”. This show the norms of the farmer tell by Gulliver that he is so kinds and helpful person because he helped Gulliver during his learning new language. (Page 141)

- c. To be caring, respectful, compassionate, tolerant, and forgiving to others

Data	Dialogue	Description
19(22)	My answer was, “that I thanked him for his good opinion, and promised to take the matter into my thoughts”	Setting occurs in the palace of Laputa (S) Participant by Gulliver as (P) the speaker whose said to the captain about his thankfulness to give his idea (E) there is found aspect of “to be caring, respectful, compassionate, tolerant, and forgiving others” (A) dialogue is spoken with low intonation (K) the dialogue spoken by the speaker when he feel prod and respect the captain (N) the written text (I) which is formulated in the form of narrative fiction (G).
20(23)	His majesty engaged my honor, “not to carry away any of his subject, although with their on consent and desire”	Setting occurs in the palace of Laputa (S) Participant by Gulliver and majesty as (P) the speaker whose said to the captain about his thankfulness to give his idea (E) there is found aspect of “to be caring, respectful, compassionate, tolerant, and forgiving others” (A) dialogue is spoken with low intonation (K) the dialogue spoken by the speaker when he feel prod and respect the captain (N) the written text (I) which is formulated in the form of narrative fiction (G).

In the data (19) shows the aspect of caring, respectful, compassionate, tolerant, and forgiving of others. The dialogue between Gulliver and the captain when Gulliver said, “...I thanked to the captain for his good

opinion, and promised to take the matter into my thoughts”. It shows the Gulliver’s norm about how Gulliver respects the captain say thanks to the good advice and considers his opinion for his future life. (Page 206)

Beside the data (20) shows the aspect of caring, respectful, compassionate, tolerant, and forgiving of others. The dialogue between Gulliver and the majesty when the majesty said to Gulliver, “...not to carry away any of his subject, although with their on consent and desire ”. It shows the norms of the majesty that cares to Gulliver and remind him to not doing something that not allowed. (Page 105)

- d. To not hurt others (do not murder, abuse, steal from, cheat, or lie to others)

Data	Dialogue	Description
21(24)	The governor assured me ;“that I should receive no hurt”	Setting occurs in kingdom of maldonada (S) Participant by governor (1) and Gulliver (2) as (P) the speakers when he try to confirm that he will not hurt the Gulliver and he should be safe (E) there is found aspect “to not hurt others” (A) dialogue is spoken with high intonation (K) the dialogue spoken by the speaker when he want to explain about his commitment to nit hurts Gullivers (N) the written text (I) which is formulated in the form of narrative fiction (G).
22(25)	He made further answer than by telling me, “that I had not been long enough among them to form a judgment; and that the different nations of the	Setting occurs in the palace of Laputa (S) Participant by Gulliver as (P) the speaker whose said to Gulliver about his deficiency (E) there is found aspect of “to not hurt others” (A) dialogue is spoken with

	world had different 'customs	low intonation (K) the dialogue spoken by the speaker when he feel prod and respect to Gulliver beside the deficiency (N) the written text (I) which is formulated in the form of narrative fiction (G).
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In the data (21) the last aspect of moral value respect and caring for others is to not hurt others, the dialogue between participant of Gulliver and governor shows the aspect of to not hurt others while the governor said that , “I should receive no hurt” , it shows the attitude and norms of the Governor to Gulliver if want Gulliver to be safe and not to hurt Gulliver at all. (Page 271)

Beside the data (22) the last aspect of moral value respect and caring for others is to not hurt others, the dialogue between participant of Gulliver and governor shows the aspect of to not hurt others while the governor said to Gulliver, “that I had not been long enough among them to form a judgment; and that the different nations of the world had different ‘customs “ , it shows the attitude and norms of the Governor to Gulliver to not cheat about Lagado and tells something that he does not know. (Page 244)

4. Caring for other living things and environment

This moral value of caring for other living things and environment is the attitude of someone behavior to care about other people living or environment around them. Based on the data classification there is only

one data found in the novel. The data analysis as follows :

Data	Dialogue	Description
23(26)	He told them privately, “this would put me into good humor, and make me more diverting”	Setting occurs in the palace of Houynhnms (S) Participant by the Horse as (P) the speaker whose said to Gulliver about his purpose to make him happy (E) there is found value t of “Caring for others living and environment” (A) dialogue is spoken with low intonation (K) the dialogue spoken by the speaker when he feel good to make Gulliver happy with them (N) the written text (I) which is formulated in the form of narrative fiction (G).

In the data (23) it can be seen the moral value of caring the other livings thing and environment. The dialogue between Gulliver and the houynnmms which said, “This would put me into good humor, and make me more diverting”. This shows the norm of the hynoummn (horse) who are really care about Gulliver’s live and want to make him be happy. (Page 334)

5. Courage

Courage is kind of moral that shows the ability to do something bravely or in power. The state or quality of mind or spirit that enables one to face danger, fear or challenges with confidence and resolution. Based on the data classification, there are 4 data found in the novel. The data analysis as follows :

Data	Dialogue	Description
24 (27)	“I would never be an instrument of bringing a free and brave people into slavery”	Setting occurs in the Liliput kingdom (S) participant by Gulliver as (P) the speaker that tells his feeling to the majesty(E) there found value of “courage” (A) written text (I) the dialogue spoken by the speaker when he deliver his feeling to reject the majesty’s command (N) which is formulated in the form of narrative fiction (G
25 (28)	I ventured to addressed them in the following manner, “Gentlemen, if you be conjurers, as I have good cause to believe you can understand my language; therefore I make bold to let your worship know that I am a poor distressed Englishmen.....”	Setting occurs in the pacific ocean (S) participant by Gulliver (1) and the foreigner (2) as (P) the speaker he ask the foreign whether he understand his language or not and try to describe himself (E) there is found value of “Courage” (A) dialogue is spoken with high intonation (K) the dialogue spoken by the speaker when he feel courage to face the new things by telling his background (N) the written text (I) which is formulated in the form of narrative fiction (G).
26(29)	... i had the courage to rise and draw my hanger, and attack them in the air...	Setting occurs in the pacific ocean (S) participant by Gulliver as (P) the speaker who tells to the reader about his courage to survive and help himself (E) there found value of “courage” (A) dialogue is spoken in the heart (K) the dialogue spoken by the speaker when he passed the condition to survive himself and go back to his country (N) the written text (I) which is formulated in the form of narrative fiction (G).

In the data (24) the text above shows value “Courage”. The dialogue between Gulliver and majesty shows the moral value of courage when Gulliver said, “I would never be an instrument of bringing a free and brave people into slavery” , This text showed the norms of Gulliver has a courage when he brave to reject the majesty’s command and keep his principle to do the right things. (Page 68)

In the data (25) the text above shows value “Courage”. The dialogue between Gulliver and foreigner shows the moral value of courage when Gulliver said, “Gentlemen, if you be conjurers, as I have good cause to believe you can understand my language; therefore I make bold to let your worship know that I am a poor distressed Englishmen.....” , This text showed the norms of Gulliver has a courage when Gulliver as the foreign in new island, and he brave to ask someone who never meet or even see before. He asks him to come and be gentlemen and show his face as he did and telling who he is. (Page 317)

Beside the data (26) it showed the value of “Courage”. The dialogue between Gulliver and foreigner shows the moral value of courage when Gulliver said, “.... i had the courage to rise and draw my hanger, and attack them in the air...” , This text showed the norms of Gulliver has a courage when Gulliver try to survive on his adventure to go back to his country. He does the big things for himself to raise his goals. (Page 149)

6. Faith

Moral value of faith is something complete trust in someone or something, e.g. God and other spiritual apprehensions, Confident belief in the truth, value or trustworthiness of a person, idea or thing. Based on the data classification, there are 3 data found in the novel. The data analysis as follows:

Data	Dialogue	Description
27 (30)	We therefore trusted ourselves to the mercy of the waves.....	Setting occurs in the Pacific Ocean (S) participant by the Gulliver (1) and the reader (2) as (P) the speaker who said about his believe about God (E) there is found value of "Faith" in the text (A) dialogue is spoken in with low intonation (K) the dialogue spoken by the speaker when he believe on the fortune that creates by God in the waves (N) the written text (I) which is formulated in the form of narrative fiction(G)
28 (31)	I told him, "that since fortune, whether good or evil, had thrown a vessel in my way, I was resolved to venture myself on the ocean, rather than be an occasion of difference between two such mighty monarch"	Setting occurs in the lugnagian (S) participant by the Gulliver (1) and the emperor of Blefuscu (2) as (P) the speaker who said about his fortune and his believe about his life (E) there is found value of "Faith" in the text (A) dialogue is spoken with low intonation (K) the dialogue spoken by the spekar when he believe on the fortune that creates by God (N) the written text (I) which is formulated in the form of narrative fiction(G)
29 (32)	I answered, "If it had been my good fortune to come into the world a <i>struldbrug</i> , as soon as i could discover my own happines, by	Setting occurs in the (S) participant by the Gulliver (1) and the emperor of Blefuscu (2) as (P) the speaker who said about his fortune and his believe about his life (E) there is found value of "Faith" in the text (A)

	understanding the difference between life and death”	dialogue is spoken low intonation (K) the dialogue spoken by the speaker when he believe on the fortune that creates by God (N) the written text (I) which is formulated in the form of narrative fiction(G)
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From data (27) it can be seen moral value of “Faith”. The dialogue between Gulliver and the reader that he tells his feeling, “We therefore trusted ourselves to the mercy of the waves...”, it showed the norms of Gulliver’s about his faith, he believed on the mercy that gives from God and who manage the waves and give Gulliver a power so he can still be survived. (Page 20)

The data (28) shows moral value “Faith”. The dialogue between Gulliver and the Emperor tells his believe about the fortune when he said that, “since fortune, whether the good or evil, had thrown vessels in my way, I was resolved to venture myself on the ocean, rather than be an occasion of difference between two such mighty monarch”, it showed the norms of Gulliver’s faith, he believed on fortune that gives from God and something ill happened to his life if he were got the fortune. (Page 103)

Beside the data (29) it also shows the moral value “Faith”. The dialogue between Gulliver and the Emperor tells his believe about the fortune when he said that, “If it had been my good fortune to come into the world a *struldbrug*, as soon as i could discover my own happines, by understanding the difference between life and death”, it showed the norms

of Gulliver's faith, he believed on fortune and about life and death that gives from God and something will happened to his life if he were got the fortune. (Page 292)

B. THE ADVANTAGES OF READING GULLIVER'S TRAVEL

There are four advantages of reading Gulliver's Travel novel, they are: improving language skills , increasing the knowledge of another culture, developing one;s own personality, support for shapping the character.

1. Improving language skills

From the moral value in Gulliver's Travel novel, it can make the reader improve their reading comprehension and learn more vocabulary. This novel tells about the sailor of the surgeon, therefore it can give new knowledge. The students reading skill will be improved when they enjoy reading the novel and find some information from it. They can found many new vocabularies from the novel. For example, teacher can read the text and ask the students to write some point and analyze the meaning. The teacher can ask the student to discuss and write an essay about the novel. It can improve the writing skills since they can write down their finding and try to elaborate the sentences.

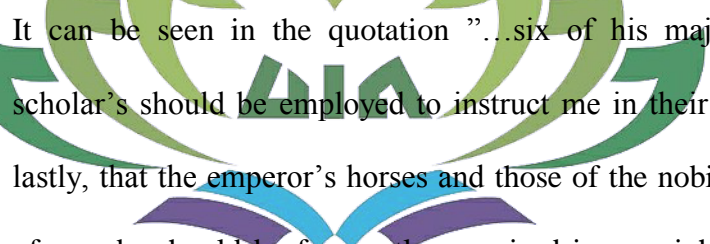
2. Increasing the knowledge of another culture

Fiction has big connection with humans life. On this novel, the reader can gain new experience from Gulliver's story of life and the culture of English. We can learn from the Gulliver's Travel character about his struggle to his life changing. It will increase the knowledge of the student knowledge about their future to plan their future want to be and develop their own self in changing their life.

As we can see from the quotation tells by Gulliver ".....Our dominions consisted of two islands, which composed three mighty kingdoms, less than one sovereign, beside our plantations in an America. I dwelt long upon the fertility of our soil, and the temperature of our climate. I then spoke at large upon the constitution of an English parliament; partly made up of an illustrious body called the house of peers; person of the noblest blood, and the most ancient and ample patrimonies....." This text makes us know about the parliament of English at that time, the condition and situation and also the culture. Most of all the text in part vi-vii in part 2 contains the conversation between the majesty and Gulliver about the condition of politics, economic, and culture of England. For example, "This novel absolutely contains many information of England that will help the readers know more about England more deeply.

3. Developing one's own personality

After reading Gulliver's Travel novel, the readers can develop their personality. Gulliver's has a good personality as he can live independently in some foreign island which he did not understand the language at all. The readers can learn from Gulliver story about how he can be survive and struggle for his life in his adventure. By reading this novel, the reader may change their personality and develop it to be better. They will act as the good person with good norms in the society, so everyone can help them even they are in an isolate place.



It can be seen in the quotation "...six of his majesty's greatest scholar's should be employed to instruct me in their language; and lastly, that the emperor's horses and those of the nobility and troops of guards, should be frequently exercised in my sight, to accustom themselves to me. All these orders were duly pit in execution; and in about three weeks I made a great progress in learning their language; during which time the emperor frequently honored me with his visits, and was pleased to assist my master in teaching me". This quotes tells about the process of Gulliver learn a new language in a new place. This show how was he changed and deal with his life during his adventure. It can teach the reader to act as like Gulliver to develop their own personality and get motivation from this story.

4. Support for shapping someone's character

Literary work has another function in shaping character of the students. After reading the novel of Gulliver's Travel they can conclude about good or bad character issues. Gulliver has many good characteristics during his life, such as helping each other, respect, believe in god,etc. The students will take a lesson how to interact with others in a good way by having a good character.

It can be seen from the quotation of moral value that found in this novel. It describes about moral value which tells by the author to the reader. Through reading this novel, the students or reader can gain the knowledge and take the good lesson from this novel.

C. DISCUSSION

It is supported with the theory of Kinnier, *at al* that the result of this novel is found with the aspect of moral value that stated in theory. All of aspects regarding with the first moral value which is "commitment to something greter than onself" exist in the novel. As we can see from the first aspect i.e, "to recognize the meaning and purpose o one's existance" exist on the novel. In those subtitle, the content is the fact that the character of Gulliver may not forget where he come from in this world. Another aspect that seems to appear is the second aspect which is "to seek truth". This aspect comes in the novel. In this case the writer tries to explore the truth of something about the fact story of the dead people in

Glubdubdrib. Lastly, on the first moral value which is “to seek justice”, there is result in the novel where contain about character Gulliver needs justice for his life, as human he need a freedom and have a normal life.

The second moral value is “self respect, but with humbleness or respect to others, self discipline, and acceptance of personal responsibility”. In the result found by the researcher, the first aspect of “to respect and care for oneself” in this moral value is found in the novel, the writer tries to say that the character of Gulliver’s knowshow to respect and appreciate himself without hurting anybody by saying “I had satisfied the emperor and court in all particulars.” The next aspect, of the second moral value is, “to not exalt, avoid the greediness, and self-centredness. In this aspect, the researcher finds that Gulliver tries to not exalt himself by appreciating the majesty and respect him like others, even he is not the native inhabitant from that country and did not be self-centredness as the foreigner. Next to the third aspect of the second moral value is “to act with conscience”. It found in the novel, in this case the writer tries to show how to be a good people and do something with conscience as the human being which should returning the favor by saying “...I should prove a useful servant, and well deserve all the favours he had already conferred upon me, or might do for the future”. The last aspect of the second moral value is “to accept the responsibility of one’s behavior”. In this aspect, the researcher finds example of this aspects as showing the responsibility. In

this case, Gulliver told to the emperor to do his promise and fill up his responsibility as his duty.

The third moral value is “respect and caring for others” where the first aspect of this moral value is “to recognize the connectedness between all people”. In this aspect the writer tries to tell the goals of majesty’s family. As the normal human he wants to get the happiness with his consort and children because they are family. The next aspect in the third of moral value is “to serve and helpful to humankind and individual” where in this aspect, the researcher which comes up in the novel that shows how Gulliver really wants to help Munodi to solve the problem. The next aspect of the third moral value is “to be caring, respectful, compassionate, tolerant, and forgiving others”, this aspect of moral value appears in the novel which tells about the farmer who has been caring to Gulliver by teaching him very well on his lesson. The last aspect of the third moral values “to not hurt others”. The researcher found this aspect contained in the novel to prove something that the governor wants to keep and care by saying “that I should receive no hurt”.

The next moral value is Caring about other living things and environment which appears in the novel that tells about horse (hynymnhmn) who cares to Gulliver, treat him very well and give a good service.

Regarding with another moral value which also appears in the novel is the moral value of “courage”. There found some values that shows

the courage, for example when Gulliver try to explore himself to someone who never seen before and talk with the foreign to ask his truth. It indicates that Gulliver having a courage to take the risk.

Lastly, the moral value of “faith” appears in the novel. The content of the novel is dominant with believe with something wich shows by Gulliver that he needs fortune t do something in the future which gives by God.

After presenting the categories of moral value in the *Gulliver’s Travel* novel, I intend to discuss the findings and how they answer the reserach questions proposed in the first chapter. There are two reserach questions that are concerned with moral value in the novel.

After analyzing data, it appears the most value in term of Commitment to something greater than onself. It is proven from the majority character of Gulliver in many aspcts that found in this moral value. He can recognize something about the meaning and purpose of one’s existance, seek the truth , and justice.

The second research question is what is the advantages of reading a novel of *Gulliver’s Travel* where it could be seen from four ways to see the advantages. In this novel have found in tthe advantages of reading the novel ,they are ; support the student for improve the language skills, increase the knowledge, develop own’s personality, and support to shape the character which can be seen from the moral value that found in the

novel. Furthermore, the students can gain many advantages from that finding and apply in their real life.

The similarities among this research and the three previous research were the objective of the research and theory of the research. In the previous research by Ariyanti which used theory of Kinnier is also supported this research in analysing the moral values. This theory have 6 categories and also found in this novel that answer the objective of this research.

The differences among this research and previous research were the genre of the novel, subject and the result of the research. In the first previous research by Mulyadi was used religion novel which purpose to find the moral values about religion and self-moral learning. The result of the research was found moral values such as being grateful to God, value of patience, preserving, self-authority, etc. The second previous research is written by Ariyanti which used social novel, and it is only 5 categories found in this novel. Most of the categories are found except moral of respect and caring about others or in aspect of not hurting others.

The third previous research which created by Hartanti and Wulan. This research were also used religion novel and found two moral learning that is about religion and social moral. While in this research it was used genre of adventure and theory of Kinnier. The result found, there are moral values in Adventure novel which supported the theory of Kinnier.

Last but not least, the positive values of a novel can be implemented in teaching and learning process, since teaching and learning does not only deal with the content of particular subject, but it also develops a good character of the students.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analysed the movie, this chapter would like to conclude based on the problem statement. I found moral values and advantages reading *Gulliver's Travel* novel as follows:

1. Moral values in the novel are: 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; caring for other living things and environment; courage; respect and faith.. in the explanation before, we can find some examples and elements in the text shown the moral values found in the *Gulliver's Travel* novel. The value can be presented in Moral Value depend on people itself how they define it. We have to know that there are six moral values in Gulliver Travel novel. From the data acquired before, in this study
2. The advantages reading Gulliver's Travel are: improving language skills (reading, listening, writing, and speaking), increasing the knowledge of another culture, developing one;s own personality, support for shapping the character.

B. Suggestion

I would like to give some suggestion related to this research for teachers/parents, students, and English Department. The suggestion put forward as follows:

1. To the teacher
 - a. From this novel we can get education that teachers should have many experiences and teaching style by using many sources and media. The teacher must be creative to teach the students so that the students will be interested.
 - b. Reading novel has many function, this is not only as entertainment medium but if teacher can selective with the novel, teacher or parent can get many benefits especially to educate the children and tells about a good things such a good moral value. Because, in the novel we can guide human about attitude, they have to learn how to different bad and good action. Usually, reading a novel can give our inspiration, suggestion, and motivation in life.
2. To the next researcher
 - a. For the next researchers who can take this paper to reference and can do research on the other values that exist in the novel such as education value, adventure value, etc.

3. To the English Department

- a. English department can use this paper to add the reference about the moral values.
- b. Media such as novels are very important in education. This media can help the students to understand and mastery teaching materials, so every school must have the educational media.



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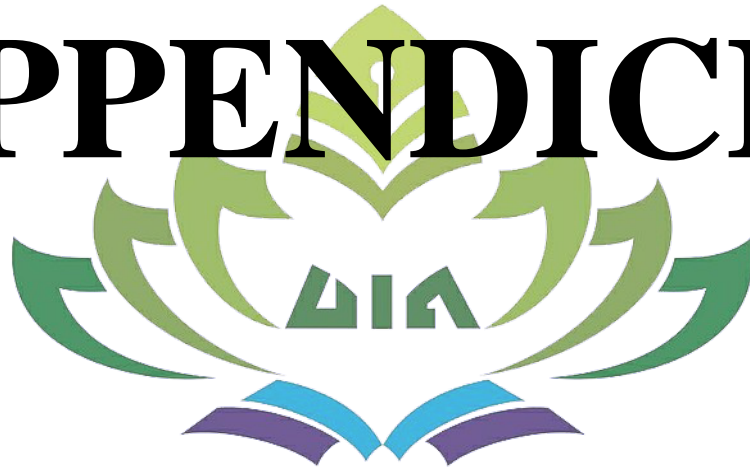
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APPENDICES



**DATA CLASSIFICATION OF MORAL VALUES IN GULLIVER
TRAVEL'S NOVEL**

NO	DIALOGUE	PAGE	ASPECT OF MORAL VALUE	MORAL VALUE
1.	“That I thought it would not become me, who was a foreigner...”	Part 1.ch 4, P. 63,L.	To recognize the meaning and purpose of one's existence	Commitment To something Greater Than Oneself
2.	I humbly answered,“that I was my master's slave: but, if i were at my own disposal, i should be proud to be devote my life to her majesty's service”	Part 2, ch.3, P. 137, L.		
3.	Some of our sailors, whether out of treachery or inadvertence, had informed the pilots, “that I was a stranger, and great traveller”	Part 3, ch.10, P. 284, L.		
4.	I answered, “I was an englishman, draw by ill fortune into the greatest calamity that ever any creature underwent, and begged, by all that was moving, to be delivered out of the dungeon i was in”	Part 2, ch.8, P. 200, L.		
5.	He said, “as for sending me bound, it was impossible; that, although I had deprived him of his fleet, yet he owed great obligations to me for many good offices I had done him in making the peace. that, however, bot their majesties would soon be made easy; for I had found a prodigious vessel on the shore, able to carry me on the sea, which he had given orders to fit up, with my own assistance and direction; and he hoped in a few weeks both empires would be freed from so insupportable an	Part 1, ch.8, P. 103, L.	To Seek Truth	

	encumbrance”			
6.	Most of them telling me, “they died in poverty and disgrace, and the rest on a scaffold or gibbet”	Part 3, ch.7, P. 281, L.		
7.	“that he would please give me my liberty”	Part 1, ch.1 , P. 39, L.		
8.	He replied, “by the laws of the kingdom, I must be searched by two of his officers; that he knew this could not be done without my consent and assistance ; and he had so good an opinion of my generosity and justice, as to trust their persons in my hands; that whatever they took from me, should be returned when I left the country, or paid for at the rate which I would set upon them”	Part 1, ch.1 , P. 39, L.	To seek justice	
9.	He desired, “I would hear him with patience, in matter that highly concerned my honour and my life”	Part 1, ch.7, P. 89, L.	To Respect and Care Oneself	Self Respect, but with Humbleness or Respect to others, Self-Discipline, and acceptance of Personal Responsibility
10.	I answered, “that, I understood both very well: for although my proper employment had been to be surgeon or doctor to the ship, yet often, upon a pinch, I was forced like a common marinir”	Part 2, ch 3, P. 164, L.		
11.	I told him, “...I knew the ingredients very well, which were cheap and common; I understood the manner of compounding them, and could direct his workmen how to make tubes, of a size propertinhalable to all other things in his majesty’s kingdom.....”	Part 2, ch.7, P. 186, L.		
12.	“I had satisfied the emperor and court in all particulars			

13.	I said to the queen, “since I was now her majesty's most humble creature and vassals, I must beg the favour , that glumdalclitch , who had always , tended me with so much care and kindness, and understood to do it so well, might be admitted into her service, and continoue to be my nurse and insructor”	Part 2, ch. 3, P. 137, L.	To not exalt one self, avoid greediness,and self-centredness	
14.	I told him, “I was their prisoner, and i would submit”	Part 4, ch.1, P. 310, L.		
15.	As well as I could, “that i was weary, and not able to walk faster”	Part 4, ch.1, P. 318, L.		
16.	He added, “that he hoped I should prove a useful servant, and well deserve all the favours he had already conferred upon me, or might do for the future”	Part 1 , ch.1, P. 56, L.	To act with conscience	
17.	I told his majesty, “...that I was come according to my promise and with the license of the emporer my master, to have the honour of seeing so mighty a monarch, and to offer him my service in my power, consistent with my duty to my own prince...”	Part 1, ch.7 P. 98, L.	To accept responsibility of one's behaviour	
18.	James welch came down to my cabin and said, “He had orders from the captain to set me ashore”	Part 4, ch.1, P. 311, L.		
19.	His imperial majesty desired, “that he and his royal consort, with the young princes of the blood of both sexes, might have the happiness...”	Part 1 , ch 4, P. 85, L.	To recognize the connectedness between all people	Respect and Caring For Others
20.	I told his excellency, “that I was enterily at his disposal”	Part 3, ch.4, P. 245, L.	To serve and to be helpful to humankind and	

21.	They only replied with smile of contempt and saying, “the farmer had instructed me very well in my lesson”	Part 2, ch.3, P. 141, L.	individuals	
22.	My answer was, “that I thanked him for his good opinion, and promised to take the matter into my thoughts”	Part 2, ch.8, P. 206, L.	To be caring , respectful, compassionate, tolerant, and forgiving others	
23.	his majesty engaged my honor, “not to carry away any of his subject, although with their on consent and desire”	Part 1, L., ch.8, P. 105, L.		
24.	The governor assured me ,“that I should receive no hurt”	Part 3, L., ch.7, P. 271, L.	To not hurt others	
25.	He made further answer than by telling me, “that I had not been long enough among them to form a judgment; and that the different nations of the world had different customs”	Part 3., ch.4, P. 244, L.		
26.	He told them privately, “this would put me into good humor, and make me more diverting”.		-	Caring for other living things and environment
27.	“I would never be an instrument of bringing a free and brave people into slavery”		-	Courage
28.	I ventured to addressed them in the following manner, “Gentlemen, if you be conjurers, as I have good cause to believe you can understand my language; therefore i make bold to let your worship know that I am a poor distressed Englishmen...”	Part 4, ch.1, P. 317, L.	-	
29.	... I had the courage to rise and draw my hanger, and attack them in the air...	Part 2, ch.3, P.149, L.	-	
30.	“We therefore trusted ourselves to the mercy of	Part 1, ch.1,	-	Faith

	the waves...”	P.20, L.		
31.	I told him, “that since fortune, whether good or evil, had thrown a vessel in my way, i was resolved to venture myself on the ocean, rather than be an occasion of difference between two such mighty monarch”	Part 1, ch.8, P. 103, L.	-	
32.	I answered, “If it had been my good fortune to come into the world a <i>struldbrug</i> , as soon as I could discover my own happines, by understanding the difference between life and death”	Part 3, ch 10, P. 292, L.	-	

