

**THE ANALYSIS OF MORAL VALUES IN
“THE MAYOR OF CASTERBRIDGE” NOVEL WRITTEN BY THOMAS
HARDY**

THESIS

Submitted By

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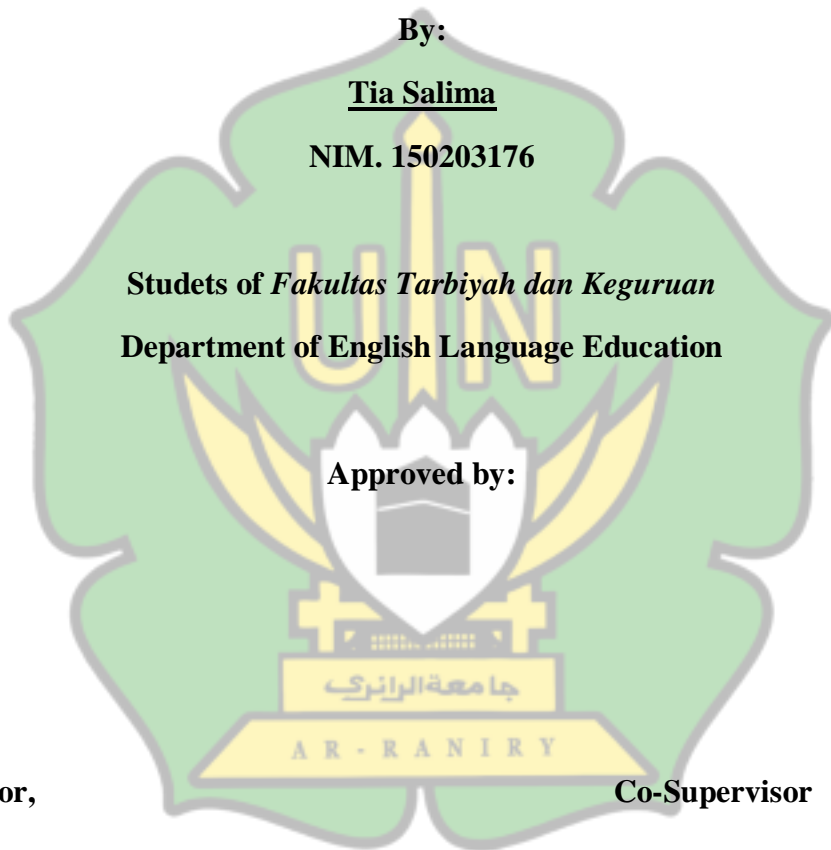
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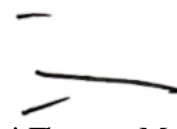
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“THE MAYOR OF CASTERBRIDGE” NOVEL WRITTEN BY THOMAS HARDY**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 20 Juli 2022
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In the name of Allah, the Most Gracious and Merciful. Praise be to Allah, the Lord of the worlds, the King of all kings, who has given health, guidance, love, and blessings to complete her studies in the Department of English Education and complete this thesis. *Shalawat* and greetings we pray to our Prophet Muhammad (peace be upon him) who has brought his people from darkness to enlightenment.

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At last, the researcher realizes that this thesis is still far from perfection. Due to her limited ability, criticisms, and suggestions are very meaningful to improve this study in the future. The researcher hopes this thesis will give benefits to readers, including students and lecturer in PBI UIN Ar-raniry, in teaching, and learning process.

Banda Aceh, November 26th 2022

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ABSTRACT

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Thesis working title : The Analysis of Moral Values in The Mayor of Casterbridge Novel Written by Thomas Hardy
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This research discussed about the moral values in The Mayor of Casterbridge novel written by Thomas Hardy. A descriptive qualitative was undertaken to investigate the research question in this study. Kinnier's (2000) theory was used to analyze the data related to the types of moral value of the novel. The subject of this research was "The Mayor of Casterbridge" novel and the moral values were the objects. The result of the study showed that there were four types of moral values found in "The Mayor of Casterbridge" novel, namely "commitment to something greater than oneself"; "self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility"; "respect and caring for others"; and "caring for other living things and environment". The most dominant moral value used in the novel were "respect and caring for others".

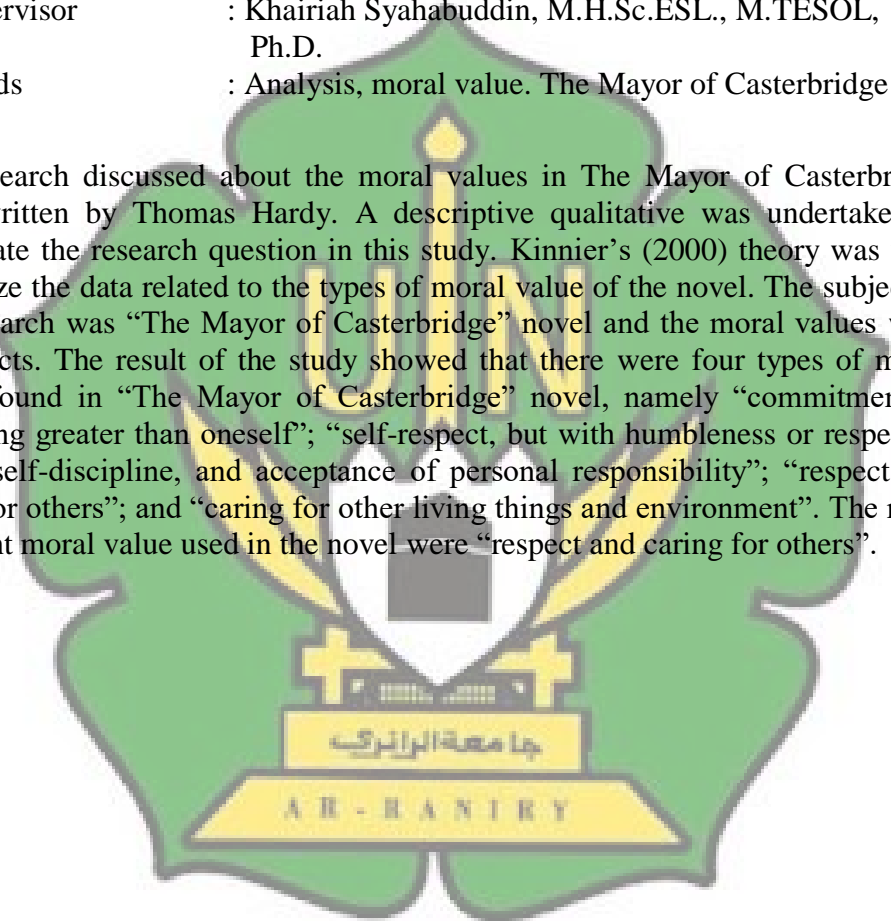


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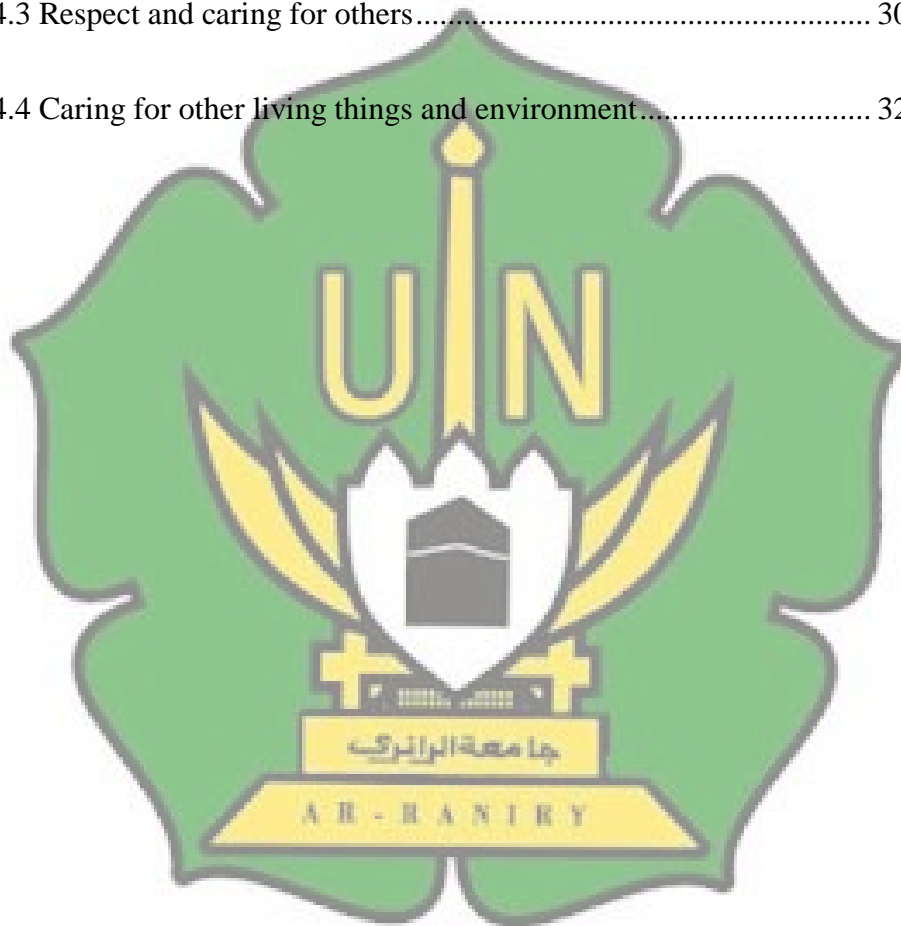
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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper. It consists of background, research question, objectives of the study, the significance of the study, and terminology.

A. Background of the study

Literature is the creative translation of words of human feelings, fantasies, and visions into a narrative intended to amuse the reader. Literature is a set of written works that are connected by subject matter, language, location of origin, or by a prevailing cultural standard of merit (Baldick, 2001). In this final meaning, "literature" is understood to include competitions in broadcast, dramatic, and oral forms that may not have been written down but have been preserved. Literature is the study of writing in books or stories that are turned into plays, novels, essays, poems, and biographies. Poetry, prose, and drama is a literary genre that conveys emotion to the reader.

According to Baldick (2001), novels often contain extensive texts to justify publishing in separate volumes. Nonfictional structure and terminology are frequently used in novels. It has one, preferably more, features in transformation processes and social connections. Novels are lengthy books that contain storylines, characters, sentiments, and moral ideals. Novels may tell tales through plots. The storyline will guide the reader to the story's dilemma and resolution, as well as help the reader feel the

story's emotions, pain, and happiness. According to this explanation, nonfictional language is frequently used in novels.

Novels are stories that describe someone's life. However, novels do not give a factual account of life. The other key feature of the genre is that novels convey a tale, in addition to the fact that they examine people in society. In reality, novels frequently repeat the same few stories. An actual story may have served as the inspiration for a novel's source. Their fictionalized account of their real-life experiences. This true narrative is more trustworthy than those that are based on fantasy.

Based on the dictionary (2004), a novel is a long creative prose tale that generally deals with human experience and social behavior and is usually written in the form of connected stories. A novel is a type of literary work. Before it is written and published, a book engages with the human experience or researches the topic. According to this definition, a novel is a long literary work that is generally centered on human experience or human social activity.

All stories in literature must possess a specific set of traits or components. Any work of literature would lose its meaning or function without these components. For instance, a character is any living being, animal, or other figures that appear in a literary text. In literature, there are many different kinds of characters, each having its growth and purpose. Character is one of the key elements in a story. Dictionary (2004), one of the qualities or characteristics that define and set apart an individual is their character. Character refers to the personality or part an actor plays in a play; it

also refers to the role they take on as actors. Many individuals read the book for amusement, fun, and other reasons. They are unaware of the novel's moral values or other messages or principles.

Thomas Hardy's work *The Mayor of Casterbridge* was published in 1886. The novel is set in the imaginary English countryside circa 1840 and follows the exploits of a young hay truck driver Michael Henchard as he tramps through British social life and attempts to climb in his ranks. The work is well-known for its rich depiction of social ambitions and economic mobility in the mid-nineteenth century, as well as its depiction of how personal vices may wreck one's fate. Researchers are interested in this novel to learn more about the moral principles debate outlined by Thomas Hardy.

Some previous studies related to this study, such as the research conducted by Septiyana (2019) about "An Analysis of Moral Values in *Gulliver's Travel* Novel". The results of this research found some moral values in the "*Gulliver's Travel*" novel like "commitment to something greater than oneself"; "self-respect, 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". As a result, there are four benefits to reading "*Gulliver's Journey*," which are as follows: enhance language abilities (reading and writing), expand information about different cultures, obtain an understanding of new experiences, build one's personality, and assist character formation. As humans, we require moral education, and this work may be used to convey

moral ideals to readers to help them better their moral conduct. The second study was conducted by Mahendra & Amelia (2020), entitled "Moral Values Analysis in The Fault In Our Stars Novel by Green". The result of the study shows that the categories of moral values found in the novel are "commitment to something greater than oneself"; "self-respect but with humility, self-discipline, acceptance of personal responsibility"; and "respect and caring for others", while the moral value not found is "caring for other living things and environment". The researcher conducted this research with a similar objective and theory, by considering the different novels. Based on the problems cited this study is designed above, to analyze the moral values in The Mayor of Casterbridge by Thomas Hardy.

B. Research questions

Considering the background of the research, the problem statements are:

1. What kind of moral values are found in the novel The Mayor Of Casterbridge written by Thomas Hardy?
2. What is the most dominant moral value in the novel The Mayor Of Casterbridge written by Thomas Hardy?

C. The Aims of Research

1. To know the kind of moral values found in the novel The Mayor Of Casterbridge written by Thomas Hardy
2. To know the most dominant moral value in the novel The Mayor Of Casterbridge written by Thomas Hardy

D. Significant of The Study

1. Theoretical uses

It is intended that through performing this research, the reader would be able to get more knowledge about the moral values represented in the novel.

2. Practical uses

- a. To develop students' enjoyment of literature and to inspire them to generate more creative and inventive ideas in the future.
- b. For the University, this novel will be used to teach pragmatics in the field of linguistic subjects.
- c. For the authors to provide insight and expertise about the work, particularly the moral values inherent in the novel.
- d. For the general public, to impart information and open up new frontiers of thought for readers.

E. Terminology

To avoid misinterpretation by the readers, the researcher would like to clarify the terms used in this study they are valid for this research only.

1. Novel

A novel is one of the literary works that have a lot of language-related content. According to Eagleton (1996), literature is a mirror of human emotions and ideas that are backed up by knowledge and experience. Students of literature inhabit the more coveted realm of feeling and experience because literature is essentially based on

emotion and experience. A novel is thus a literary work in which the text contains a variety of messages. It can be examined from a variety of angles, including political, religious, and other perspectives. From a moral, social, and religious perspective, a novel can be examined..

2. Moral Values

Beti (2017), the word moral comes from the Latin word *mos*, which also denotes attitude and habits. This mindset is founded on what is good and wrong. Value is a standard that is used to define anything and is thought of as being typical. To put it another way, moral values are standards of behavior that are found in the decision of right and wrong and are respected by people who establish the standards of morality.



CHAPTER II

LITERATURE REVIEW

This chapter advocates the review of related literature to the definition of literature, the concept of the novel, types of novels, the concept of moral value, and types of moral value. The pertinent literature reviews and analyses provide a theoretical foundation for the present study.

A. Literature

According to Jesus and Vera (1991), instructional literature is categorized into three types of perspectives. First, literature is a discipline that must be examined as a cultural output. When the teacher is at the center of the class, this is often termed literary teaching. The lecture process always follows what is indicated in the teaching method, such as requesting students to perform various types of reading, which may be broader since students must read a lot to complete the teacher's assignments. In summary, literature is viewed as teacher-centered, whereas outcomes are viewed as product-centered.

Second, literature is a well-known source of textual materials for analysis and stylistic choice. Since students must study literary texts, including short stories, novels, poems, and other works of literature, it has a tight connection to linguistics. based on linguistic elements. The purpose of linguistic components is to contribute generative grammar, surface structure, and deep structure. The analysis of literature goes beyond

morphological patterns to include the context of the language, which is centered on verbal arts, semantics, and pragmatics, all of which help us understand the speaker's intended meaning. In other words, it concentrates on the speaker's utterance, his use of it, and the context in which he employs it.

Finally, literature may be used to learn a language. In this instance, the literature's mission is to promote linguistic competency, with literature serving as a tool for language acquisition rather than a source of text analysis. Prose texts, for example, are utilized for linguistic reasons even if they are still tied to the perspectives of the two kinds of literature outlined above, and the student's duty cannot be divorced from studying the linguistic components in it. In terms of teacher-student contact, professors often educate non-native students in class. Because this condition has the potential to confuse pupils owing to a lack of knowledge, the instructor may assign exercises such as paraphrasing, recounting, or translating certain texts to help students comprehend more via practice.

According to Eagleton (1996), literary works are essentially founded on emotions and experiences; nevertheless, students of literature occupy a more valuable region of emotions and experiences. There are many different genres of literature, including fiction, poetry, theatre, and cinema. Klarer (2004) stated that fiction originally meant anything made up or shaped, as prose stories based on the author's creation and imagination. Myths, parables, books, romances, and short stories are all

included. Nonfiction, on the other hand, refers to literary works that include judgments and opinions as well as facts that are described or interpreted. According to Robert and Jacobs (1995), it includes news reports, essays, periodicals, newspapers, encyclopedias, broadcast media, films, correspondence, historical and biographical writings, and a wide range of other types of communication. In other words, a novel is a form of literary work, along with fiction.

A novel is a literary work that comprises a variety of elements, such as the tone of language used to communicate various themes in the text. This may be examined from a variety of angles, including politics, religion, and others. A book that may be analyzed from a moral, social, and religious standpoint.

B. Concept of Novel

A basic definition of narrative is a sequence of events with a beginning, middle, and finish. Yulian dan Salombe (2013) say that novel is a part of the literature. It contrasts the struggle to find one's purpose in life with the state of humanity. The novel portrays human activities, the environment, and expresses some aspects of human love, life, and existence. It is also an interesting object to read. Occasionally, lecturers and professors at various colleges and institutions require their students to read, comprehend, and study-specific novels to investigate moral precepts.

Students can assess the story's moral lesson, particularly the constructive lesson. They can then make conclusions from the tale.

This comparison of the key components of the novel and the short story demonstrates that attempts to explain the nature of these genres rely on a variety of methodological approaches, including reception theory concerning uninterrupted reading, formalist notions for the analysis of plot structures, and contextual approaches for drawing distinctions with other genres of a like nature. This comparison of the essential elements of the novel and the short story shows that attempts to understand the nature of these genres rely on a variety of methodological approaches, such as reception theory about uninterrupted reading, formalist notions for the analysis of plot structures, and contextual approaches for making comparisons with other genres of a like nature. Klarer (2004), the most important elements are plot, character, point of view, and setting.

C. Types of Novel

According to Bakhtin (1992), the novel parodies all literary genres (including the novel itself) by revealing form and linguistic standards. He also contends that novelizations occur when narratives are open and flexible, when they contain conversational heteroglossia from commonly spoken language, and when they are infused with laughter, irony, humor, and self-parody, which make everything near and equal. Here are the types of novels according to Klarer (2004):

1. Romance

Individual characteristics, such as insecurity, weakness, or other parts of the character, come to the fore in the romances, foreshadowing certain elements of the work. Among the key elements that set romance apart from epic poetry are the individualization of the protagonist, the purposefully perspectival point of view, and most importantly the linear story structure, geared toward a particular climax and no longer centered on universal or national issues.

2. Picaresque novel

The story follows the exploits of a cheeky tramp (from the Spanish "pícaro") who is at odds with society conventions. Picaresque books, which are structured as episodic narratives, attempt to reveal societal injustice by satirizing, for example, Hans Jacob Christoph von Grimmelshausen's (c. 1621–76) German *Simplizissimus* (1669), Daniel Defoe's *Moll Flanders* (1722), or Henry Fielding's *Tom Jones* (1749), which all display specific traits of this form of prose fiction.

3. Bildungsroman

The Bildungsroman (educational book), as it is known in German, covers the evolution of the protagonist from infancy to maturity, and includes works such as George Eliot's (1819-1880) *Mill on the Floss* (1860) and, more recently, Doris Lessing's (1919-) *Children of Violence* (1952–69).

4. The Epistolary Novel

Epistolary novel, a novel told through the medium of letters written by one or more of the characters. The novel uses letters as a means of first-person narration, for example, Samuel Richardson's *Pamela* (1740–41) and *Clarissa* (1748–49).

5. Historical Novel

A historical novel is a novel that is set in a historical period and strives to express the spirit, customs, and social situations of the time via realistic detail and fidelity (or, in some cases, pseudo-faithfulness) to historical facts. The action takes place in a realistic historical background, similar to Sir Walter Scott's (1771-1832) *Waverley* (1814). Associated with the historical novel is a more modern tendency known as new journalism, which employs the novel genre to reconstruct situations based on actual events, such as Truman Capote's (1924-1984) *In Cold Blood* (1966) or Norman Mailer's (1923). (1968).

6. The Satirical Novel

The art of poking fun of a certain issue in order to persuade readers to alter their thoughts about it is loosely described as satire. Satirists frequently suggest their own view on how the item they are criticizing may be better by addressing what they regard as human ignorance. Excessive social traditions, as in Jonathan Swift's *Gulliver's Travels* (1726) (1667-1745) or Mark Twain's *The*

Adventures of Huckleberry Finn (1884) (1835-1910), show society's frailty.

7. Utopian Novels or Science Fiction Novels

Utopian fiction is a form of literature that takes place in an idealistic environment. Utopian authors set their stories in worlds that reflect their unique ethos and philosophy. Create other universes to critique real-world sociopolitical realities, as in George Orwell's classic *Nineteen Eighty-four* (1949) (1903-50) or Margaret Atwood's (1939-) current *The Handmaid's Tale* (1985).

8. Gothic Novel

Gothic books, so named because they are inspired by medieval architecture and ruins, generally feature castle or abbey-like settings complete with underground tunnels, gloomy walls, secret panels, and trapdoors. This cover works by Bram Stoker (1847-1912) such as *Dracula* (1897).

9. Detective Novel

Detective novel, type of popular literature in which a crime is introduced and investigated and the culprit is revealed. One of the best known of which is *Agatha Christie's* (1890–1976) *Murder on the Orient Express* (1934).

D. Concept of Moral Value

Moral notions control morals, which shape the pattern of behavior expected of all members of a community and to which people of a culture are used. According to Hartmann (2004), virtue is the foundation of moral principles. It is the values of human conduct itself; and because manners span a wide range of situations, they must be diverse and distinguished by substance. Furthermore, Murray (1997) defines moral values as a person's opinions about what is right and wrong in moral situations.

Meanwhile, moral values, according to Suseno (2002), always pertain to the good and evil of people as humans. Moral value systems range greatly among civilizations. However, Kenny in Nurgiyantoro (2015) claims that morals are viewed as the overall theme of the narrative. Morality is a social affair; the self-sacrifice demanded by morality is always about the interests of others. The conflict between one's happiness and one's duty is related to or constitutes a conflict between one's interests or good and those of others. Furthermore, Audi (2007) states that moral values are only one type of important instrumental value. Nonetheless, Hartmann (2004) contends that moral values are built on situational values, that is, they are related to intents aimed at good situations, and that their distinct nature in comparison to the latter stays independent of connection. Moral values, according to the definition above, are views about what is right, wrong, good, and evil that follow social agreements and underpin behaviors or thoughts. It occurs as a result of variances in

our lives culture, tradition, and conduct. Kinnier (2000) investigates how the idea of moral values is still broad when it comes to compassion, justice, truth, and forgiveness, or what is known as the Golden Rule. The golden rule has four essential identifications: (a) self-respect, (b) respect for others, (c) civic duty, and (d) respect for the natural environment.

According to the preceding statement, morality is a metric used to judge the right or wrong of human attitudes and acts in terms of good and evil. Morals are life lessons imparted via tales, events, or experiences. According to Hurlock (2016), morality is governed by moral conceptions, which are moral principles that have become habits for members of a society and which dictate the pattern of conduct required of all group members. Every culture has values that control its life and include several ideas, beliefs, and standards.

Furthermore, there are several types of moral values. They cover universal principles like courage, humility, honesty, justice, fortitude, honor, responsibility, sympathy, collaboration, thankfulness, trust, sincerity, and so on. Moral values may also be viewed as knowledge about what is right and wrong in life, as well as what is essential in life, that the author sends to the reader through the text he writes, as well as the subjects and themes presented.

E. Types of Moral Value

There was a term "universal values" which came from several experts with their theories and argument. One of them was Linton in Kinnier (2000) et.al. who claims that "modesty" is a principle that underpins universal values. In this context, modesty refers to a way of living that includes respecting others and appreciating other people's human rights. Moreover, there are four major and specific categories of moral values proposed by Kinnier et al., as follows:

1. Commitment to something greater than oneself

The primary moral principle that guides someone who believes in something greater than himself is commitment to something greater than oneself good. God is not the sole example of something larger; it may also refer to someone or something that people perceive to have power beyond their own. There are three more specific moral values in this category:

- 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

Act under his conscience and take ownership of his actions.

Humans must learn to accept responsibility for their actions,

manage their conduct, and exercise self-control. There are four more specific moral values in this category:

- 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

Respect and caring for others is a moral value that focuses on principles that motivate people to treat others well. More specific moral values in this category are:

- 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.

This moral ideal of caring for other living things and the environment refers to a person's behavioral attitude toward caring for others or the environment.

5. Courage

This moral demonstrates a human attitude of his potential to achieve something brave or powerful. However, it turns out that

humans are willing to undertake difficult things. It may also be regarded as a struggle for and defense of anything that is seen to be good and right despite the passing of risks, challenges, and weaknesses.

6. Faith

This moral expresses entire faith in someone or something, such as God, religion, and other spiritual beliefs.

Moral values are connected to human conduct, according to the reasoning above. This indicates that depending on his attitude toward oneself, we may determine whether a person accepts and applies goodness or vice versa in life. Furthermore, moral values include values that indicate one's ideas or religion, such as people's faith in God. Furthermore, bravery is a value that must be considered in life since it pertains to how one may survive in this world with strength and determination. We must take it seriously because it is critical to recall how we should behave toward the crucial parts described above and maintain such a balanced connection that what appears to be abstract in the substance of moral principles becomes tangible or real when individuals attempt to apply them.

F. The Mayor of Casterbridge

Thomas Hardy wrote *The Mayor of Casterbridge* between 1885 and 1886. This novel is classified as a tragedy. However, it may also be

classified as a bildungsroman novel due to the main character's moral and psychological development. From January to May 1886, the novel was serialized in the British Graphic magazine and the United States monthly Harper's. In 1886, the work was first published in book form. The novel's original full title was "The Life and Death of the Mayor of Casterbridge: A Story of a Man of Character," and it is set in the fictional city of Casterbridge, which is based on Hardy's hometown of Dorchester. The novel's unnamed narrator talks in the third person. The characters' points of view are essentially restricted to observations about their exterior worlds: how they act, what they see, and what they say. Sometimes an omniscient narrator jumps in to offer crucial information or backstory, such as in Chapter XXII, when the narrator interrupts the story's chronological storyline to deliver important information about the events of the previous night. The tone is in the past tense.

Michel Henchard's narrative is The Mayor of Casterbridge. Henchard is a farm worker who, in the initial chapters of the novel, gets intoxicated while traveling with his wife and arrives at a fair, where he and his kid are swiftly sold to a sailor called Newson. While this was unheard of among the impoverished in the early nineteenth century, it had to have died out by Hardy's time. Henchard accumulated money and prestige through time, eventually becoming mayor of Casterbridge. Suddenly, his wife reappears, accompanied by her daughter Elizabeth-Jane, whom Henchard feels is hers. When he meets Farfrae, who embodies the

contemporary and cynical period of new agricultural practices, his misery starts. Farfrae is more of a rival than an opponent, gradually taking over Henchard's life and affections, especially Lucetta. Worse was to follow when Newson arrived to collect his stepdaughter and Farfrae took over Henchard's prior life. Henchard died in the suburbs, his great pride shattered. The novel's centerpiece is Henchard's character growth, from early delight to terrible fight to keep what he deems "his" to full despair.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains the method of this study. It consists of details about the research design, data source, data collection, and data analysis.

A. Research Design

The act of gathering and analyzing data to further our understanding of a subject or problem is known as research design. In conducting this research, the researcher used library research and the approach used descriptive qualitative.

According to Taylor (2016), descriptive studies use data to explain theoretical studies use notions that are supported by data. The fundamental subject of the qualitative data section is descriptive labeling of data to be described in a single word or brief phrase, most frequently a noun. In the end, this offers a topic inventory for indexing and categorizing, which is particularly useful for ethnographic studies with (field notes, interview transcripts, documents, etc.). Because she intends to describe and examine the moral principles found in Thomas Hardy's book *The Mayor of Casterbridge*, the author applies descriptive qualitative analysis.

The researcher employed content analysis to analyze the data. In qualitative research, one of the various methods of data analysis is content analysis. The researcher employs content analysis because the researcher examines the novel's content.

B. Data Source

In this case, the appearance of the data is in terms of words in a text where *The Mayor of Casterbridge* written by Thomas Hardy becomes the main data.

According to Creswell (2014), although new kinds of qualitative data are constantly being generated in the literature, they can all be divided into four main categories of data: observation (from nonparticipant to participant), interview (from closed to closed), audiovisual materials, private to public records, and open documents (including materials such as photographs, compact discs, and videotapes). Documentation is done by researchers gathering information and studying the book.

C. Data Collection

The data for this study was gathered through a review of the literature. Collecting data from libraries in various locations where books, papers, journals, or the internet are available connected to this topic in order to gain more relevant information or assistance in the research process. As a result, all idioms, phrases, and assertions in the novel are required for this

research. Primary data gathered from Thomas Hardy's novel *Mayor of Casterbridge*.

D. Data Analysis

Qualitative techniques, according to Creswell (2014), rely on text and picture data, have diverse data processing procedures, and employ varied designs. Writing a methodology section for a qualitative research proposal entails educating the reader on the goals of qualitative research, establishing a specific design, carefully reflecting on the researcher's involvement in the research, and drawing from an ever-expanding list of research kinds. data sources, employ particular procedures to record data, evaluate information through several analytical processes, and declare methods for proving data correctness (or validity). This means that data analysis procedures are critical for reaching a conclusion.

Furthermore, Miles and Huberman (2014) define analysis as consisting of three processes or activities: data condensation, data presentation, and deriving conclusions and verification. The data in this study is analyzed using Miles and Huberman's hypothesis. So, there are three steps to do such are:

1. Data Condensation

Data condensation is the process of choosing, centralizing, streamlining, abstracting, and modifying data from field notes or written transcriptions, according to Miles, Huberman, and Sandana (2014). The

words or phrases used in this research are taken from *The Mayor of Casterbridge* by Thomas Hardy. According to this idea, reading the book to understand the context is the first stage in data analysis. First, pick phrases, words, or statements that include moral principles. Next, pay attention to phrases, statements, or sayings that emphasize moral principles. The paragraph or statement that conveys moral principles is then created by condensing the sentences. Next, take the words, paragraphs, or statements that include moral values and abstract them. drafting the analysis's conclusion, which comes last.

2. Data Display

The data is then shown in the second phase. In general, a display, according to Miles (2014), is a structured and compacted collection of information that enables for the drawing of conclusions and actions. This phase displays or displays data that expresses moral principles not in general but particularly and clearly. The information shown takes the form of phrases, paragraphs, or utterances including moral values. The researcher describes what sorts of moral values are present in the sentence, paragraph, or speech in this stage.

3. Conclusion Drawing or Verification

After finishing data reduction and data presentation, the final phase in this study's data analysis is to conclude or validate. According to Miles (2014), conclusions may not emerge until after data collection is complete,

depending on the size of the corpus of field notes; storage, coding, and retrieval methods from funding agencies, but they are frequently presupposed from the start, even when a researcher claims to have proceeded inductively. This stage concludes the study findings based on the research challenge and the moral values theory that was applied.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the analysis and findings from the research.

The study's conclusions are consistent with its research questions.

A. RESEARCH FINDINGS

1. Moral Values Found in The Novel The Mayor of Casterbridge Written By Thomas Hardy

Kinnier (2000) et al. categorize moral values into the following groups: In the book *The Mayor of Casterbridge*, a number of elements—including the concept of moral values—appear in twenty dialogues. Several categories of moral values exist:

a. Commitment to something greater than oneself

Recognizing the presence of and being devoted to a superior being, higher principle, transcendent purpose, or meaning to one's life to pursue justice and the truth is what it means to be “committed to something more than oneself”. According to the data categorization, there are three components to “commitment to something bigger than oneself”, four components to “understanding the reason and purpose of one's life”, two components to “seeking justice”, and three components to “seeking the truth”. In this novel,

Table 4.1 Commitment to something greater than oneself

Category	Data	Dialogue	Description
To recognize the meaning and purpose of one's	1	" Many! Why, my good maid, he's the powerfulness member of the Town Council, and quite a principal man in the country round besides. Never a big dealing in wheat, barley, oats, hay, roots, and such-like but Henchard's got a hand in it. now he's a pillar of the town.	Solomon Longways said to Elizabeth how powerful Henchard was. His dialogue shows the existence of Henchard as a man of high standing in the city.
	2	Before you go further, Michael, listen to me. If you touch that money, I and this girl go with the man. Mind, it is a joke no longer	Susan said to her husband Henchard, so he thought carefully about what he was doing. she doesn't want her husband to make a mistake and will regret it in the future. even though she was in an unfortunate situation where she and her child would be sold by her husband, she still warned her husband. In this dialogue, Susan tries to remind Henchard not to sell herself and her child, because they are a family, and do not want them to separate. He wanted Henchard if they were human

			beings who weren't traded.
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b. 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 overindulge-to show humility and avoid gluttony, greed, or another form of selfishness or self-centeredness, toast by one's conscience and to accept responsibility of one's behavior.

Based on the data classification there are four aspects of the moral value of "self-respect", "but with humbleness or respect to others", "self-discipline", and "acceptance of personal responsibility". There are two data aspects of "to respect and care for oneself", one aspect of "to not exalt oneself, avoid greediness, and self-centeredness", no data of aspect "to act with conscience", and one aspect of accepting responsibility for one's actions. The following is a study of these three factors:

Table 4.2 Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility

Category	Data	Dialogue	Description
To not exalt oneself, avoid greediness	1	"Well, then, now is your chance; I am open to an offer for this gem o' creation."	Smoking gentlemen told Henchard to decide after he talked about how useless a woman is, but he didn't force Henchard. In this condition, he respects Henchard by

			giving Henchard the decision for himself whether Henchard will sell his wife and child or not.
To respect and care for oneself	1	.....I've called to say that I am ready, as soon as customs will permit, to give you my name in return for your devotion.....	Henchard told Susan that he would make Susan his wife again for his loyalty. here shows that Henchard wants to take good care of Susan.
	2	.... I'll stay and be your man!"	Donald Farfrae remained loyal to Henry even after he heard about his past selling his wife and children for 5 Guineas. he will remain in Casterbridge and be a loyal friend to Henchard and will always help him in all circumstances.
To accept responsibility of one's behavior	1	....I am bound to admit that I have never met a debtor who behaved more fairly...	The senior commissioner felt that Henchard was a good person, so he wouldn't get Henchard into trouble and would be nice to him.

B. Respect and caring for others

The moral value of “respect and caring for others” is to recognize the connectedness between all people; to serve humankind and individuals; to be caring, respectful, compassionate, tolerant, and forgiving of others and to not hurt others, e.g. not murder, abuse, steal from, cheat, or lie to others.

According to the data classification, there are four aspects of moral values of “respect and caring for others”, no data on “recognize the connectedness between all people”, three data on aspects “to serve and being helpful to humankind and individuals”, four data of aspect “to be caring respectful, compassionate, tolerant, and forgiving others, and one data of to not hurt others”. The analysis of the aspect is as follows:

Table 4.3 Respect and caring for others

Category	Data	Dialogue	Description
To serve and to be helpful to humankind and individual	1	She wasn't queer if I was. 'Tis like Susan to show such idiotic simplicity. Meek-that meekness has done me more harm than the bitterest temper!	Henchard felt very guilty for what he had done in the past to Susan a very kind and innocent person.
	2	.....come to my house; I can find something better for'ee than cold ham and ale."	Henchard invited Farfrae someone he just met to his house so he could host him better. here it is shown that Henchard treats new people he knows well and is friendly.
	3	....I thought I might just as well let you know, as you were in a difficulty, and they were hard upon ye."	Henchard will help Farfrae if he needs his help. Henchard was very generous with Farfrae, even though he was new to the man.
To be caring,	1	But we must be	Susan told her daughter Elizabeth to respect

respectful, compassionate, tolerant, and forgiving of others		respectable	Henchard. when Elizabeth wanted to see Henchard, Susan felt it was not good because Henchard is a high-ranking in the city and they are not suitable to meet him. Susan also feels still afraid of what Henchard has done to her in the past.
	2	'Tis simple foolishness to do this. Go and dress instantly, Whittle	Farfrae told Abel to get ready and go straight to work again, although Henchard would not allow it. Farfrae helped Abel to keep working without fear of being scolded by Henchard.
To be caring, respectful, compassionate, tolerant, and forgiving of others	1	That he is a hot-tempered man-a little proud-perhaps ambitious; but not a bad man.	The maid said although Henchard is someone who is easily angered and ambitious, he is not a bad person
	2	I had forgotten it. Talk of that no more.	Susan asked Henchard not to discuss their past again, as she had already forgiven all the things Henchard had done to her.
To not hurt others, e.g., do not murder, abuse, steal, cheat, or lie to others	1	Don't compel her to do anything against her will! I have lived with her, and know that she cannot bear much.	Lucetta is pleased with Henchard not forcing Elizabeth to do what he wants. Lucetta knows that Elizabeth is very depressed and can't stand all that Henchard is forcing on her.

d. Caring for other living things and environment

A person's behavioral attitude to care for the lives of other people or the surrounding environment is defined as the moral value of “caring for other living beings and the environment”. Six data are detected in the novel, according to the data categorization. Data analysis is depicted in the table below.

Table 4.4 Caring for other living things and environment

Data	Dialogue	Description
1	'On no account ought ye to have helped serve here tonight. Not because of ourselves, but for the sake of him	Stochman tells Elizabeth not to go to Henchard's place and help him because he wants to protect Henchard's dignity. because he knew that Henchard would feel ashamed and inferior if they helped him.
2	Well, you are too late," said the corn factor. "I can say no more."	Corn-factor is a very disciplined person, he values his time well and will not tolerate anything that is not on the promised time. he wouldn't even give the slightest time dispensation to someone who wasn't punctual, no matter what.
3	Ah--- now I'll go and get ye an umbrella.	Farfrae wanted to help Susan pick up the umbrella because he didn't want the rain to soak Susan's shirt.
4	I'll come another time--- if I may, ma'am?	Scotchman asked Lucetta for permission whether could come again at a later time. here the man shows a polite character by appreciating the woman.
5	You once saved me	Lucetta will never forget the person who has helped her, even though that

		person is not good but she will still return the favor to that person.
6	I give him employment--- I can not refuse it. But neither can I blind me to the fact that with a man of passions such as his, there is no safeguard for conduct.	Lucetta still helps Henchard even though she knows Henchard's behaviors. He felt sorry for what had happened to Henchard.

The moral values “courage and “faith”, the researcher did not find both of these values in The Mayor of Casterbridge.

2. The Most Dominant Moral Value in the Novel The Mayor Of Casterbridge Written by Thomas Hardy

Based on the data above, the researcher concludes the most dominant moral value in The Mayor of Casterbridge is “respect and caring for others”. “Respect and caring for others” value can be the most dominant because there consist eight data. An explanation of each moral value is below:

The first moral value which is "commitment to something greater than oneself" exists in the novel. It means admitting one's own existence and committing to a supreme being, higher principle, or the meaning or purpose of one's own presence. As we can see from the first aspect i.e., "to recognize the meaning and purpose of one's existence" exist two data in the novel. There are results in the novel containing the character Solomon who tells Elizabeth how powerful Henchard is, and

also in other dialogues, where Susan reminds Henchard not to sell herself. and their children because they are family and also human beings who are not traded.

The second moral value is "respect for oneself, but with humility or respect for others, self-discipline, and accepting personal responsibility". This kind of morality is required to appreciate and respect oneself while not ignoring or underestimating others. In the results the researchers found four data, the first aspect of "To not exalt oneself, avoid greediness" in this moral value is contained in the novel, the author tries to say that the Smoking Gentlemen character shows respect for others and does not force someone to make decisions. He said "Well, then, now is your chance; I am open to an offer for this gem o' creation." The next aspect, of the second moral value, is, "To respect and care for oneself". In this aspect, the researcher found that Henchard wanted to make Susan his wife again because of Susan's loyal nature even though she had done evil in the past. The next dialogue is where Farfrae said he would be loyal to Henchard after he knew the story of Henchard's past life. Furthermore, the third aspect of the second moral value is "To accept responsibility for one's behavior". Found in the novel, in this case, the author tries to show how being a good person will get rewarded The Senior Commissioner feels Henchard is a good person so he won't cause much trouble for Henchard.

The third moral value is "Respect and caring for others", the researcher found eight data. It is a value that teaches us to treat. Where the first aspect of this moral value is "to serve and to be helpful to humankind and individual". In this aspect, the writer tries to tell how good Henchard is in helping people he just met and even being kind. The next aspect of the three moral values is "To be caring, respectful, compassionate, tolerant, and forgiving of others" where in this aspect, the researcher appears in the novel showing how Susan told Elizabeth to respect Henchard. In this aspect, there is also Farfrae who helps Abel to return to work after being scolded by Henchard. the third moral value is "To not hurt others, e.g., do not murder, abuse, steal, cheat, or lie to others", this aspect of moral values appears in the novel which tells of Lucetta who begs Henchard not to hurt Elizabeth by forcing her to do whatever he wants.

The fourth, the moral value of "Caring for other living things and environment" appears six data in the novel. We must be concerned not only with our fellow humans, but also with all living things. Care for other living things and the environment includes taking care of other creatures such as plants or animals, as well as keeping the surrounding area clean. In the novel, it is shown how Stochman told Elizabeth not to go to Henchard's place, he did it to protect Henchard's pride. This moral value is also shown by corn-factor who is very disciplined, not because he doesn't want to help people who are late but because he wants to teach

the importance of time. others are also shown when Lucetta said "you once saved me", he did not forget the person who had helped him and he would repay his services. Lucetta also still wants to help Henchard, even though she knows how Henchard's true nature is.

The last is the moral value "Courage" & "Faith". Both moral values it doesn't exist in the novel.

C. DISCUSSION

So far, the researcher has conducted this research, but the researcher has not found any research about this novel using the same theory as that used by the researcher. Some studies use the same theory but with different novels that the researcher uses as the main data.

The similarities between this research and the two previous studies are the research objectives and theory. The first previous study done by Sari (2019) who used Kinnier's theory to support the research in analyzing moral values. This theory has six categories and found four categories in the novel which answer the purpose of research.

The difference between this study and previous one is the novel, the subject, and the results of the study. In the first previous research conducted by Sari (2019), focus set on the main character of the novel and the results showed that moral values such as being grateful to God, patience, guarding, and dignity. The second previous study was written by Mahendra & Amelia who examined *The Fault in Our Stars*, and only

found four categories in their research. Almost all categories were found except “courage” and “faith” morals.



CHAPTER V

CONCLUSION AND SUGGESTION

The researcher shares the findings of this study and ideas for more research in this chapter.

A. CONCLUSION

After analyzing the novel, the writer would like to conclude in this chapter about the problem statement. She found moral values and advantages in reading *The Mayor of Casterbridge* as explained bellows:

1. There are four moral values in this novel, which 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”; from the above description, we may identify a number of examples and textual components that illustrate the moral principles found in *The Mayor of Casterbridge*.
2. The most dominant moral value in *The Mayor of Casterbridge* Novel is “respect and caring for others”.

B. SUGGESTION

The researcher wishes to provide some recommendations about this research to instructors or parents, students, and the English Department. The following are some suggestions:

1. To the teacher
 - a. We may learn from this novel that instructors must have a wide range of expertise and teaching techniques that use a variety of sources and media. Teachers must be innovative in order to pique students' attention.
 - b. Reading novels has numerous roles, not only as a kind of amusement, but if the teacher or parents can be judicious with books, the teacher or parents may get many benefits, particularly in terms of educating children and discussing positive things such as moral values. Because, in books we may advise individuals on attitudes, they have to learn how to discern between good and bad acts. Reading novels may usually provide us with life inspiration, counsel, and motivation.
2. To the students
 - a. Students, especially those who are interested in literature, can take advantage of this research to gain deeper knowledge about moral values in literature.
3. To the next researcher
 - a. Future scholars might use this article as a starting point to pursue research on additional values in the novel, such as educational values, adventure values, and so on.
4. To the English Department
 - a. This thesis can be used by English majors to address moral principles.

- b. Future scholars might use this article as a starting point to pursue research on additional values in the novel, such as educational values, adventure values, and so on.



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APPENDICES

APPENDIX A

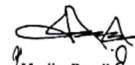
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6433/UN.08/FTK/KP.07.6/06/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Dr. Muhammad Nasir, M.Hum | Sebagai Pembimbing Pertama |
| 2. Khairiah Syahabuddin, M.H.Sc., M.TESOL, Ph.D. | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Tia Salima
NIM : 150203176
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *The Analysis of Moral Values in The Mayor of Casterbridge Novel by Thomas Hardy*
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 03 Juni 2022
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

APPENDIX B

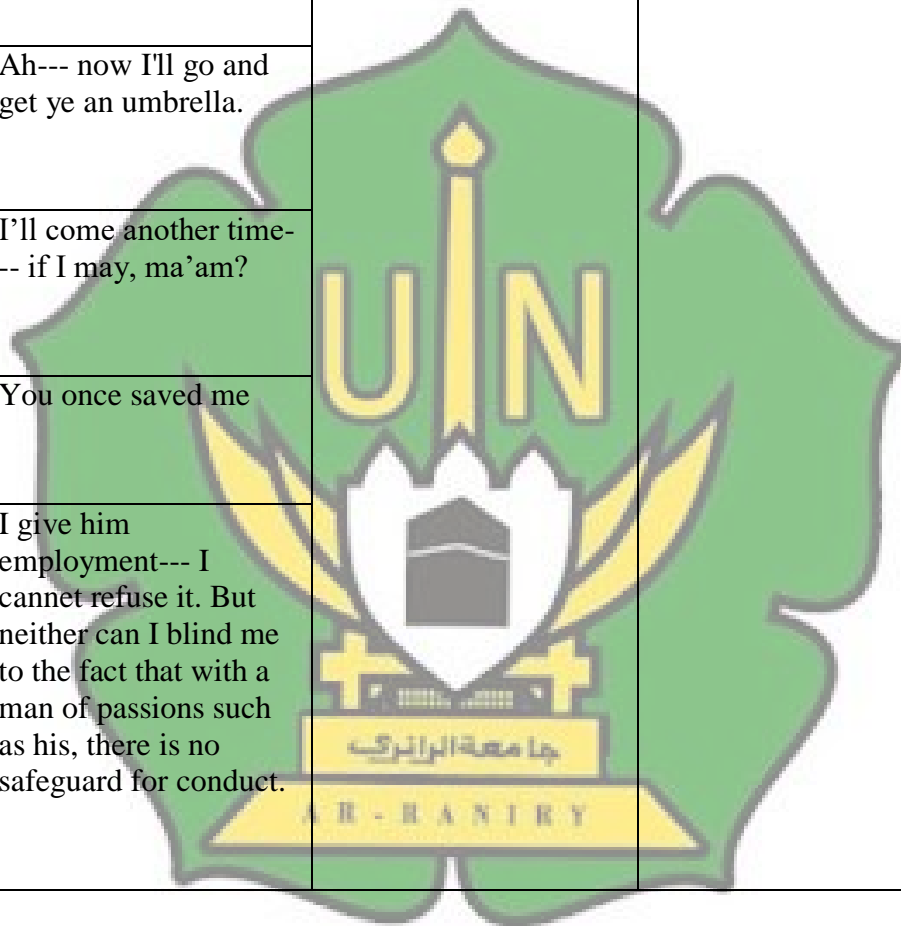
DATA CLASSIFICATION OF MORAL VALUES IN THE MAYOR OF
CASTERBRIDGE NOVEL

Data	Dialogue	Specific categories of moral values	Major categories of moral value
1	Before you go further, Michael, listen to me. If you touch that money, I and this girl go with the man. Mind, it is a joke no longer	To recognize the meaning and purpose of one's	Commitment to something greater than oneself
2	“ Many! Why, my good maid, he's the powerfulness member of the Town Council, and quiet a principal man in the country round besides. Never a big dealing in wheat, barley, oats, hay, roots, and such-like but Henchard's got a hand in it. Ay, and he'll go into others thigs too; and that's where he makes his mistake. He worked his way up from nothing when 'a came here; and now he's a pillar of the town. Not but what he's been shaken a little to-year about this bad corn he has supplied in his contracts. I've seen the sun rise over Durnover Moor these nine-and-		

	<p>sixty year, and though Mr. Henchard has never cussed me unfairly ever since I've worked for'n, seeing I be but a little small man, I must say that I have never before tasted such rough bread as has been made from Henchard's wheat lately</p>		
3	<p>"Well, then, now is your chance; I am open to an offer for this gem o' creation."</p>	<p>To not exalt oneself, avoid greediness</p>	<p>Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility</p>
4	<p>.....I've called to say that I am ready, as soon as customs will permit, to give you my name in return for your devotion.....</p>	<p>To respect and care for oneself</p>	
5	<p>.... I'll stay and be your man!"</p>		
6	<p>.....I am bound to admit that I have never met a debtor who behaved more fairly...</p>	<p>To accept responsibility of one's behavior</p>	
7	<p>She wasn't queer if I was. 'Tis like Susan to show such idiotic simplicity. Meek-that meekness has done me more harm than the</p>	<p>To serve and to be helpful to humankind and individual</p>	<p>Respect and caring for others</p>

	bitterest temper!		
8	.....come to my house; I can find something better for'ee than cold ham and ale."		
9	....I thought I might just as well let you know, as you were in a difficulty, and they were hard upon ye."		
10	But we must be respectable	To be caring, respectful, compassionate, tolerant, and forgiving of others	
11	'Tis simple foolishness to do this. Go and dress instantly, Whittle		
12	That he is a hot- tempered man-a little proud-perhaps ambitious; but not a bad man.		
13	I had forgotten it. Talk of that no more.		
14	Don't compel her to do anything against her will! I have lived with her, and know that she cannot bear much.	To not hurt others, e.g., do not murder, abuse, steal, cheat, or lie to others	

15	'On no account ought ye to have helped serve here tonight. Not because of ourselves, but for the sake of him	Caring for other living things and environment	Caring for other living things and environment
166	Well, you are too late," said the corn factor. "I can say no more."		
17	Ah--- now I'll go and get ye an umbrella.		
18	I'll come another time-- if I may, ma'am?		
19	You once saved me		
20	I give him employment--- I cannot refuse it. But neither can I blind me to the fact that with a man of passions such as his, there is no safeguard for conduct.		



AUTOBIOGRAPHY

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