

**BUILDING CHILDREN CHARACTER THROUGH MORAL
VALUES IN *THE ADVENTURE OF PINOCCHIO***

THESIS



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**ENGLISH DEPARTMENT
FACULTY OF ARTS AND HUMANITIES
UIN SUNAN AMPEL SURABAYA
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Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of
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2019

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Building Children Character Through Moral Values in *The Adventure of Pinocchio*

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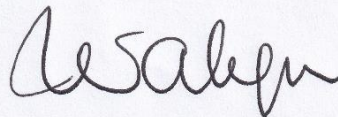
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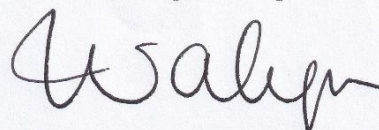


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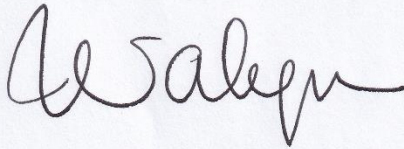
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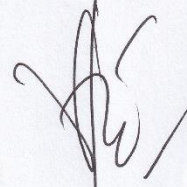
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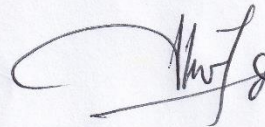
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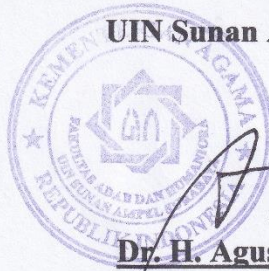
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CHAPTER I

1.1 Background of the Study

It is to be made clear that literature as the dream and neurotic symptoms, which consists of the imagination, fantasy, and full of wishes that could not be real Freud (cited in Toni, 2007, p. 23). It defines an imaginary work that is considered a patron understanding of the work of fiction (Wellek and Warren, 1962, p. 34). So, literature presents life caused the social phenomena made up within it (Wellek Warren, 1962, p. 109). It can be concluded that literature is the written product, especially those who are considered as having artistic advantages.

Literary work could be categorized as drama, prose, and poetry, etc. (Knickerbocker and Reninger, 2007, p. 4). Prose builds with the sentences and paragraphs rather than line such as poetry. It is called Narrative text or fiction (Nurgiyantoro, 2005, p. 2). *In A Glossary of Literary Terms*, Abrams states that novel involves into fiction. It deals with one of the literary work that has a great storyline and made by the author (1999, p. 190). He also assumes that the novel expresses the author's feeling, but not the whole considered as the actual story or imagination (Abrams 1999, p. 190).

Furthermore, the readers would pay attention to the aspects that build a novel, for instance, the intrinsic elements. Intrinsic elements deal with theme, character and characterization, setting, plot, point of view, and moral value, which are developed literary work inside (Wallek and Warren, 1962, p. 73). According to Hismanoglu, reading the novel is one of useful technique to mastering life

related to the target language. It also tends to contribute to linguistic study (2005, p. 63). Meanwhile, Forster defines that over 50.000 words could extend in learning more about fiction in prose exactly novel that brings the moral value as the advantage within it (2002, p. 8).

The best way to avoid the bad influences, people need to take attention in moral education, especially for children while reading the novel. Therefore, In this globalization era, it might be known that moral is not always be existed in the class discussion but also through literature book as novel to deliver its messages — briefly, the moral concerns with something good and bad deed at human life. Primarily, morally considered as what is genuine. Meanwhile, immoral or amoral is considered as the bad one (Hurlock, 1987, p. 67).

Related to values, moral is part of a value, then that is known as a moral value. In this case, value is one of the points that need to be explained in literature which concern with the worth of thing (Edwards, 1999, p. 78). Furthermore, moral value stands with human behavior about the good and bad insight of view of life. It is such as the traits and action of the character in so far they contribute to getting the happiness (Robert, 2006, p. 47). It is appropriate with Linda and Eyre statement that moral value is the result of the valuing process to comprehend God and human value of life that it would guide human creativity and knowledge (1997, p. 67). In this case, learning about moral value can use the good instrument such as children's literature.

Children's literature is a kind of literature and source, along with children's sight as the principal observer (Tarigan, 1995, p. 5). It is such adult literature,

children's literature offers variation (Lukens, 2003, p. 13). Despite children's literature learn much lessons whereas children ought to choose the best one literary genre which is appropriate with their ages. Hence, in this study, the genre of children's literature chosen is fairytale.

Fairytale belongs to story about transformation, from childhood to be adulthood, from innocence to be experienced, and to this aim quest and blameless heroes are an important element that might be consisted of all the fairy tales (Norton, 1987, p. 203). Another notion stated by Krapp, fairy tales are well known as prose narratives that involve supernatural power and magical people. Generally, the story concerns with protagonist's adventure who might be solved the mission (2005, p. 1).

As the researcher assumption, fairy tales are attractive to be learned deeper and to be a reference to increase building children character because this kind of genre provides a spot of education and entertainment. In line with Hunt, he proposes that a glance look upon fairy tales bring happiness; indeed, expansion thought, socialism, and knowledge (1991, p. 6). Thus, *The Adventure of Pinocchio's* fairy tales English translation is picked out as the objective of this study.

The Adventure of Pinocchio is the most prestigious and classic literary work that contemplate many things. In 1881, Since its initially published in the Italian Juvenile magazine *Giornale Dei Bambini*, *La Adventure di Pinocchio: La Storia di un burattino* soon had many followers and emerged as the most iconic of literary children all of the time (Ingpen, 2004, p. 6-7). This story is originally

written by Carlo Lorenzini, which known as the pen name "Carlo Collodi." He is the earliest Italian novel. He was born in Florence, Italy on November 24th, 1826. It cites from the book *Study Guide by Hamstead Stage Company* (2010, p. 6). "Now I shall devote myself to writing only for children. Grown-ups are too hard to satisfy; they are not for me" (Chiesa, 1883, p. 6). The quotations refer to Collodi's interest in education, supporting, initiating much necessary education reforms at that era.

For 130 years, children have delighted in *The Adventure of Pinocchio* fairy tales (Ingpen 2007). Besides, it has adapted to over 260 languages worldwide (Gasparini, 2018, p. 117). In 1892, this story continued to be more renowned since it was first translated into English by Mary Alice Murray and other regarded translator, Carol Della Chiesa. Moreover, It has inspired a hundred of new editions, merchandising, stage plays, movies such as Walt Disney animated feature in 1940.

This novel tells about the animated puppet, namely Pinocchio, hopes to be the real boy. He is loved by his father much. In his journey, he should fight in every struggles to get what he wants. As the political-minded, Collodi wrote the story is not only for entertaining the children but also put an allegory for adults and commenting the time through the narrative (2004, p. 7). Moreover, this novel exposes many aspects to understand the children, learn them, and give them some suggestions to be good children since this novel involves major character building. A lot of important knowledge in this novel needs to explore deeper.

Despite literature is not a merely simple term to be analyzed because it is a signed system which has meaning (Jabrohim 2012, p. 64). Nevertheless, awarding how critical study literature has described above. Therefore, the researcher focuses on investigating the moral values depicted in *The adventure of Pinocchio* novel. In short, by conducting a study on moral value area, it means that the researcher goes through life as a whole, every single thing happens such as affection and reflection.

Several studies have been made in attempt to analyze *The Adventure of Pinocchio* novel in many perspectives. First, a thesis written by Junita (2016) entitled *The Transformation of Pinocchio in Carlo Collodi's The Adventures of Pinocchio*. A thesis investigated psychological transformations that happen to Pinocchio and to find out physical transform happens to Pinocchio as the consequences of his behavior. Second, an article has investigated by Sinibaldi (2011) entitled *Pinocchio, a Political Puppet Adventure of Collodi's Novel*. an article examined four retellings of Pinocchio produced during the years of the Fascist regime, ranging from 1923 to 1939. Third, thesis written by Ulfah (2002) entitled *The Unconditional Love Portrayed in The Adventure of Pinocchio Novel Carlo Collodi*. A thesis analyzed unconditional love through the two characters in the novel.

The most dominant differences among this study and those relevant studies are the researcher determine to focus on revealing the moral value element using Linda and Eyre approach since each literature contain the moral value (Endraswara, 2008, p. 243). Moreover, by recognizing every character in this

novel. The researcher wants to describe the moral values of *The Adventure of Pinocchio* presented as the children's character building based on Lewis' theory.

1.2 Statement of Problems

Based on the background above, the writer would like to formulate two of the problem statements as the central of this study discussion below:

1. What moral values are depicted in *The Adventure of Pinocchio*?
2. How are the moral values of *The Adventure of Pinocchio* presented as children's character building?

1.3 The objective of The Study

Concerning the problem statements above, this study is intended to present the description of:

1. To reveal moral values which are depicted in *The Adventure of Pinocchio*.
2. To describe how the moral values of *The Adventure of Pinocchio* presented as children's character building.

1.4 Scope and Limitation

To prevent the non-relevant problems, the scope then focuses on *The Adventure of Pinocchio* which has been translated into English by Carol Della Chiesa. In this case, The researcher makes a limitation to finding the internal element which stands with the categories of moral values depicted in the storyline. Concerning the theories employed, The researcher uses a specific division of moral values and uses the main character as the representation of children to describe the character building, which reflects in this story.

1.5 Significance of The Study

There are many benefits that could be earned through *The Adventure of Pinocchio* novel study, especially in the children literary world and specific readers theoretically and practically: Theoretically, this study is aimed to enrich the theoretical bases of literary studies, particularly those which are related to the moral value viewed by Linda & Eyre's theory and Lewis' children's character building approach. Also, this study can be used as an additional reference to further study in learning and comprehending about how to study under the moral value in the novel.

Practically, through analyzing in *Pinocchio* novel, The writer can conduct formulated objectives appropriately, it will give understanding more about what moral value depicted in this novel, which can imply in daily activity. Regularly people have known the lesson just about prohibiting lie. Nevertheless, it is more than that. Furthermore, teacher and parents can use this Italian classic fairy tales as the reference of education media to give an example of what should be done by students and children since it concern with children's character building.

1.6 Method of the Study

1.6.1 Research Design

This study conducted a qualitative method. In line with Kothary's argument that the qualitative method depends on the measurement of quality or amount (2004, p. 3). Furthermore, since Bodega and Biklen (1982, p. 28) assume that qualitative research is descriptive, therefore, the researcher used some books

as secondary data sources have related to the topic of the study and displayed the resulting data in case of words rather than numbers.

1.6.2 Data and Data Source

Bull defines that data as the factor information which can be analyzed (2008, p. 113). It divides into several kinds such as; data statistic, photos, written documents, word, and behavior (Moleong, 2008, p. 157). In this thesis, the data were the quotation, or utterance of the narrative. Likewise, data source deals with the data taken by which has two categorizing; they are primary and secondary data (Ary *et al.*, 2010, p. 435). Furthermore, the researcher merely used Carlo Collodi's *The Adventure of Pinocchio* novel, which has been translated into English by Carol Della Chiesa as the primary data source. Whereas, the researcher used secondary data outside of the story, such as theory books, textbooks, other thesis or journals, internet sources to the knowledge.

1.6.3 Data Collection

According to Fraenkel and Wallen, data might be observed continually to get a significant and valid result. It means that the data is no collected at the end of the study. It tends to be more focus during doing ongoing research (1993, p. 383). In accumulating the data from the data source, the researcher followed some procedures:

1. The researcher read the novel *The Adventure of Pinocchio* as the primary source repeatedly and carefully, to get the complete and well understanding whole of the story.

2. The researcher classified the moral values that depicted in *The Adventure of Pinocchio* by underlining and highlighting its utterances.
3. Thus, the researcher described the moral values of the story presented as the children's character building.

1.6.4 Data Analysis

The researcher accumulated the data into some steps as that describe as follow:

1. After collecting the data, the researcher exposed the data to find the problems.
2. The researcher gave coding or labeling the data to recognize the similarities and the differences that implied moral values.
3. Thus, the researcher classified the data that has been being labeling and coding according to the relevant theories, they were moral values and the children's character building.
4. The researcher interpreted the data.
5. The researcher concluded the discussion.

1.7 Definition of Key Terms

1. Fairytales

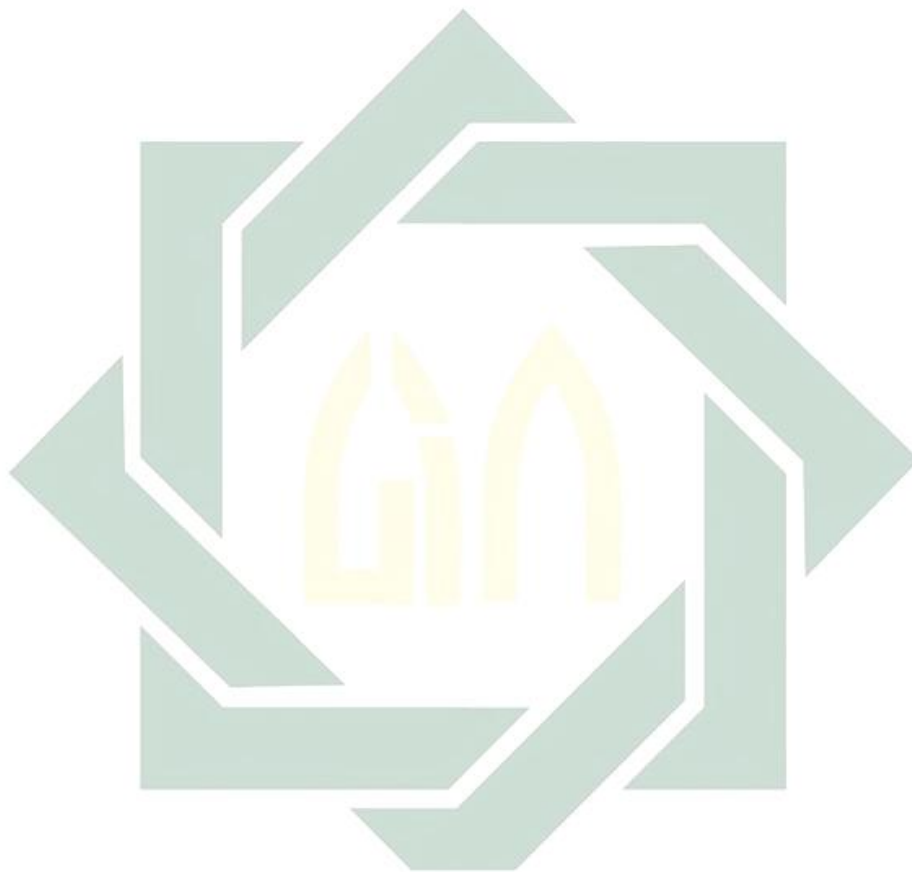
Fairytales belongs to traditional literature, which involves any supernatural being with magical power in the story content (Brown, 2001, p. 67).

2. Moral Values

Assessment of human's behavior based on whether it is by certain rules or not (Rosestand, 2006, p. 9).

3. Children's Character Building

Dominating of children's good personality that could be built children's character (Hoge, 2002, p. 103-108).



CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, the researcher discusses some theories that are used to relate to the study. In this case, it covers the highlight of children's literature and fairytale, moral values and children's character building.

3.1.1 Children's Literature and Fairytale

Literature is the reflection of the real world, which displayed in the different world through the writer's imagination. It represents the writer's feeling and thought based on the experience of life. Hence, the development of literature merely might not be separated from human's life. In line with C.S Lewis' argument that most of significant realities and phenomena in human's life expresses in literature is the catch up the situation and condition that come from author's sense and attitude, educational background and belief (2004, p. 2).

Besides, through literature reader could give one kind of truth expectation based on a clear point of view. Therefore, the reader knows what is the meaning contain in the story (Douglas Brown, 2001, p. 118). Since it happens to belong to children who mostly have a deep unpredictable question to their parents, it caused them to have an enormous curiosity about something they have never known before. So, parents ought to give the appropriate answer and valid information toward children's question. It such an obligation to older people or parents to provide media to fulfill and learn them many things. In this case, children

literature is the best option which children would be easy to take the lesson through the characters and the story (Luckens, 2007, p. 9).

Children's literature is a kind of story which gets children's point of view as the major sight which has a specific aim to treasure up great advantages that are appropriate with children (Tarigan, 1995, p. 5). Likewise, Tomlinson and Brown define that children's literature categorizes into several types, for instance; multicultural and international literary work, modern literature, traditional literature, biography and informational book, poetry, and plays, historical fiction, realistic fiction, picture book, realistic fiction (2002, p. 37).

Brown states that fairy tales belong to traditional literature, which involves any supernatural being with magical power in the story content (2001, p. 67). It characterizes by following traits; fairy tale has the shortest plot than other literature genres, mostly fairy tales story finish in a happy ending (Tomlinson, 2002, p. 39). In this case, sometimes children are not able to filter and select appropriate literature. In another word, there are high possibilities for them to read and consume all literary work without knowing the content (Nurgiyantoro, 2005, p. 2).

2.3.1 Moral Value

Etymologically, moral comes from Latin *mos* (Moris), which means tradition and habit (Hurlock, 1987, p. 89). Furthermore, moral concerns both the character and behavior. It means that they could be established with the following questions such as "what kind of human I ought to be?" "what I have to do?"

(Bartlow 3). Another argument proposed by Gilbert, he states that moral is the lesson to be learned or a message conveyed in the story affair (7).

Moreover, Piaget (in Turiel, 2002, p. 1) assumes that moral is perspective development related to the construction of cooperation, justice, and equality. In line with his general theory, it means that moral branches from reciprocal interactions belong adult and companion or individual and society. Whereas value has two distinctive meanings, they are subjective values and objective values. Subjective values stand with the expression of some certain objects function; it considered as the well-being person of reference possess. Besides, objective values stand with a relationship between the kind and objective result of capability (Smart, 2007, p. 2-5). On the other hand, values consider the great worth and the important standard principles in life (Seetha, 2018, p. 71).

Meanwhile, Jacques explains that the term of moral might be closed into the right and wrong judgment. just and unjust, and different individual decisions as a beneficial contribution to the student (1991, p. 131). Based on Frankle statement that value is the concept of an idea about how the way people think is important in life affair (1997, p. 6). It is appropriate with James utterance that value is everything about the positive quality that is interesting, useful, functional and important, desirable to naming the terms available only a few of positive vibes expression (1969, p. 225-252). Another sense said by Rosenstand; he claims that generally the word "value" indicates to moral value, assessment of human's behavior based on whether it is by certain rules or not (2006, p. 9).

Considering the theory above, it can be understood that the definition of moral value is a common activity which people take decisions whether they are doing something good or its the opposite. It is totally according to everyone's belief in their tracks. Since moral value is the result of the valuing process to comprehend God and human value of life that it would guide human creativity and knowledge. There are two values categorizing that were argued by Linda and Eyre (1997, p. 3) as the following beneath:

2.3.1.1 Values of Being

The value of being in the value that existed in human beings in behavior evolving and how the way a person treats others. It comprises of honesty, bravery, peace ability, purity and pureness, confidence and potential, self-discipline and moderation.

The first value of being is honesty. Honesty means an aspect of moral character which connects to the positive and virtuous attributes along with integrity, righteousness, and sincere. It means that there was no something hide (Linda and Eyre, 1997, p. 3). Another conception about honesty, Wibowo defines that honesty as the behavior lean on the efforts to make somebody could be trusted even in actions, work, and words (2012, p. 100). To simply bite the bullet on this point, as Johnson and Philip explain that honesty concerns with more than talking the truth because it is just a half of the communication process. However, honesty means conformity among fact and reality (2001, p. 174). Relating some

arguments above, it could be defined that honesty is the behavior that does not cover up the mistakes which have been made.

The second value of being is bravery. According to Merriam Webster, bravery deals with showing mental strength to face the dangerous affair, frightened, or difficulty. It concerns with self-attitude, which someone enables to confront these risks consequence of someone's honesty commitment. It is appropriate with Linda and Eyre argument that bravery is dauntless to try something good despite its complicated. Dare to speak up 'NO' louder to the erroneous invitation. It also relates to do following the kind-heart in spite of signaled and go through it (1997, p. 17). Thus, it could be concluded that bravery is the quality of spirit, which makes possible to confront the pain or the jeopardy without showing frightened.

Peace Ability becomes the third value which stands with an attitude which reflects patience and respects other people's assumption rather than denied and defied it. Eagerness to understand what other one feel and thought instead. Awarding towards contradiction merely could not resolve through conflict (Linda and Eyre, 1997, p. 17). Also, Louden considers that agreement ability is an individual who has an excellent attitude to respect another one (including his/himself). It concerns the commitment, which is set a tight boundary to do something to catch up his/her life purposes (1992, p. 56). Reckon with the preceding explanation, it could be understood that peaceability is not about the conflicts that exist, but it is the ability to face the problems peacefully.

Continuing with the purity and pureness as the forth value of being. Both relate to paying much attention to how important to maintain the chastity value before and after — realizing the role of marriage and sexuality within it. Awareness of the long (and extended) extension, which might be caused by depraved sexual life (Linda and Eyre, 1997, p. 80). In line with Brownback's opinion, he assumes that purity closes to the heart's problem. In this case, they are being pure deals with being single-minded, which has one purpose only and single focus to live (2010, p. 9-10). Furthermore, based on the preceding explanation, it could be defined that purity and pureness mean the quality or state of being pure, which are free from immorality, specifically of contamination or adulteration.

The last but not-least, the fifth value of being is confidence and potential stand with the expectations of individual performances and self-evaluation of an ability (Lenney, 1981, p. 51). Particularity, realization belongs to developing limitation and uniqueness. Attitude is self-responsibility towards what deeds have done. To rope the tendency to accuse other people when getting the worst experience affair. Thus, always believing in self-competence (Linda and Eyre, 1997, p. 48). In this term, according to some arguments before. It could be apprehended that confidence and potential merely represent as the individual's ability to understand and believe in their potential. Then, it could be used to face adjustment to their environment.

The sixth value of being is self-discipline and moderation that involve financial, mental, and physical. Recognizing limitation both times talking and time eating. Recognizing the limitation between body and mind strengths.

Consciousness towards how risky when somebody embraces extreme sight. The capability to equalize spontaneity through self-discipline (Linda and Eyre, 1997, p. 64). About this term, Wibowo declares in his book that discipline closes to the action that indicates to showing loyalty about several rules and laws (2012, p. 112). It could be understood that self-discipline and moderation stand with train to do everything continuously and orderly to achieve the dreams which have been planned.

2.1.1.2.Values of Giving

According to Linda, the value of giving deals with the values that tend to be operated or sustained, which would be deserved as giving (1997, p. 81). It consists of some kinds of values such as; love and affection, sensitiveness and altruism, respect, loyalty and trustworthiness, fairness and humanism, kindness and friendliness.

The first kind of value of giving is love and affection. Love and affection means the states in any moment of human's experience without giving judgment, even good or bad to the person that cares much. It stands with self-endearing that it is merely more than loyal and esteemed. Furthermore, be attached to family, friends, and neighbor who do love and also hate us (Linda and Eyre, 1997, p. 124). Meanwhile, Regan declares that love and affection refer to the reflection of abiding affection feeling, reliance, and tenderness that is felt by someone who has deeply connected. However, love and affection close to the impulse of being regard and respect to all of God's creation.

The next value of giving is sensitiveness and altruism which deal with doing more care to other people and learning to make sense despite in subordinate position together and give sincere affection towards others and having certain feeling such as tolerance, fraternity, and empathy. Moreover, these values also tend to be sensitive to other people's situation and necessary (Linda, 1997, p. 156). As cited in the book entitled *Helping Your Child Become a Responsible Citizen*, sensitiveness and altruism identify as being concerned with others' feeling and their necessity (2005, p. 1). In this case, it could be understood that sensitiveness and altruism mean having extreme emotional and mental sensitivity, consciousness towards other people's feeling.

The third value of giving is respect. As cited from *Dictionary.com*, the word 'respect' means the way of thinking and treating somebody or something. For example; when somebody respects to his teacher, he would admire and treat the teacher best. It is in effect to everything. In line with Linda and Eyre general theoretical approach, she proposes that respect is the mien of welcoming and congratulating to the life, doing respect to mom and dad, doing respect to parents, doing respect to nature and doing respect to other people's belief and right, self-respect, and self-love, having well-mannered and polite (1997, p. 112). As has been defined, it could be concluded that respect has the closest meaning with treating others respectfully, having a tolerant attitude, accepting diversification.

Continuing with the fourth value of giving, they are loyalty and trustworthiness which have meaning of the quality of being loyal. It means that being loyal to everything related to us and should be responsible with, for

instance; loyal to the state, loyal to work, loyal to family, loyal to the school, loyal to an organization, loyal to university, etcetera. Always give support, ready to help, able to trust, and carry out all promises consistency (Linda, 1997, p. 101). According to some explanations before, it could be understood that loyalty and trustworthiness deal with the behavior that ready to help, ready to support, and ready to trust others in certain promises.

The fifth value of giving is fairness and humanism which consider as fidelity to the law, justice to the work and games. The view about natural consequence and the law of cause and effect honor the generous and thank-giving and aware that revenge is useless (Linda, 1997, p. 102). In line with Hendra and Francisca, they state that fairness and humanism are human behavior that tends to have open-minded and do not want to take the benefit in others (2010, p. 14). Considering some preceding definitions, it could be conceived that fairness and humanism relate to agreeing to something that is regarded as the right one and acceptable.

The last value of giving is kindness and friendliness. Both define as knowing that being friendly and kindness is more commendable than coarse attitude. Showing sympathy, care, and kindness towards other people, particularly those who suffer (Linda 1997, p. 156). Meanwhile, according to Lickona, kind and friendly are a commendable behavior (polite) and sympathetic toward people who are called both known or not (1991, p. 51). However, it could be concluded that kindness and friendliness are the good attitude toward other people or

something which can be seen by being able to make a new friend and sustain friendships.

2.3.2 Character Building

Etymologically, the word character comes from Greek *charassein* which has meaning of engrave or scratch. Considering to the person's character is the way to recognize her/his features or idiosyncratic attributes (Spears, 2000, p. 8). According to Aristotle in his book *The fabric of character: Aristotle's theory of virtue*, character can help to explain someone's past actions and can portend the future behavior. Meanwhile, Walter assumes that character is a certain combination of the quality to make someone different from others (2008, p. 89). However, based on preceding definitions, it can be concluded that character is the complexity of mental and ethical characteristics that mark and often individualize a person.

Everyone knows what a person does is the representation of their personality. Hence, everyone might be recognized whether a person reflects the good character or its opposite. Being a good character, it means excelling at the task of catching up the best life. Traditional sight towards the character as a set of unique quality to individual concern with their choice and belief about the following value, there is the state of their natural personality and unchangeable as their matter, and their position outside public policy's realm (Lexmend and Reeves, 2001, p. 11).

There are six categorizing of positive character that could be built the children's character, for instance; honesty, responsibility, establishing justness and fairness, regard and respect, compassion (Lewis, 2004, p. 385).

The first character building is honesty. It means the predictable character, justice, and obedience toward the fact. It also means freedom from the falsehood, sincerity, and truthfulness (Webster, 1981, p. 1086). In line with Lewis' argument, he states that honesty is a behavior to do and something as long as appropriate with what ought to do and happen (2004, p. 385). It could be concluded that honesty is a behavior which reflects harmony and conformity between word, heart, and deed.

The second character building is responsibility. In this term, the word 'responsibility' defines as an obligation to do something, or it has reined to take control over. Also, responsibility indicates a certifiable attitude. Somebody indeed does some mistakes, but that is not deliberately made (Lewis, 2004, p. 385). Also, the book of *Helping Your Child Become a Responsible Citizen*, U.S Department of Education states that responsibility means being reliable, keeping promises, and respecting the commitment. It is accepting all of the consequences that have been said and did. Moreover, it also refers to develop the potential (2005, p. 15). However, it could be taken the conclusion that responsibility deals with human awareness of the behavior and unintentional or intentional actions. It might be based on the deepest heart.

Continuing with establishing justness and fairness as the third character building. Commonly both establishing justness and fairness have the same meaning. That is equitable, reasonable, and fine. It also defines as an attitude that someone is not considered others as the special one. It means people subjected all people to have equality. They will do the same as other people do (Lewis, 2004, p. 245). Another argument stated by Thomas Lickona, establishing justness and fairness mean act in just way and make the important decision based on evidence than prejudice (1991, p. 58). In this case, establishing justness and fairness could be defined as giving the rights to people who receive them without any deduction, and put all of the troubles into the best place without any persecution.

The third character building that is declared by Lewis is regard, which means to consider and evaluate something from a certain point of view. This word 'regard' also could be explained as a state when someone does infinite think about his/her proper gift or not to others (2004, p. 40). Also, Hendra and Francisca assume that regard means someone's personality which does care and pay attention, being good to others, especially in a social environment (2010, p. 53). Therefore, it could be understood that regard stands with awarding something or thinking others in a certain way.

Continuing with respect as the fourth character building. The author of *Days of Respect guidelines*, Ralph Cantor, declares that respect is the behavior of caring for each other and appreciate someone's emotion and physic. It also means a state when people need other people (2008, p. 83). In this direction, Lewis proposes his opinion that respect widely has several meanings. *First*, using a good

attitude, talking to others using polite sound and proper gesture. *Second*, understand other people's wish and idea. *Third*, do care to other creatures and show a good role as an obligation (2004, p. 372). Thus, it could be concluded that respect means obedient; it also relates to the good manner such as behave the arbitrary attitude and respect others.

The last character building is compassion which belongs to empathy. It is along with the feeling of awareness toward what others need. Reach out others and make their life being valuable. This kind of person could be said as compassion if only they were able to give everything without reward. In this case, they would be not worried about the advantages to themselves (Lewis, 2004, p. 40). Meanwhile, As has been explained before, it could be understood that compassion is a sense of sincere love which arises to give others happiness.

2.2 Previous Studies

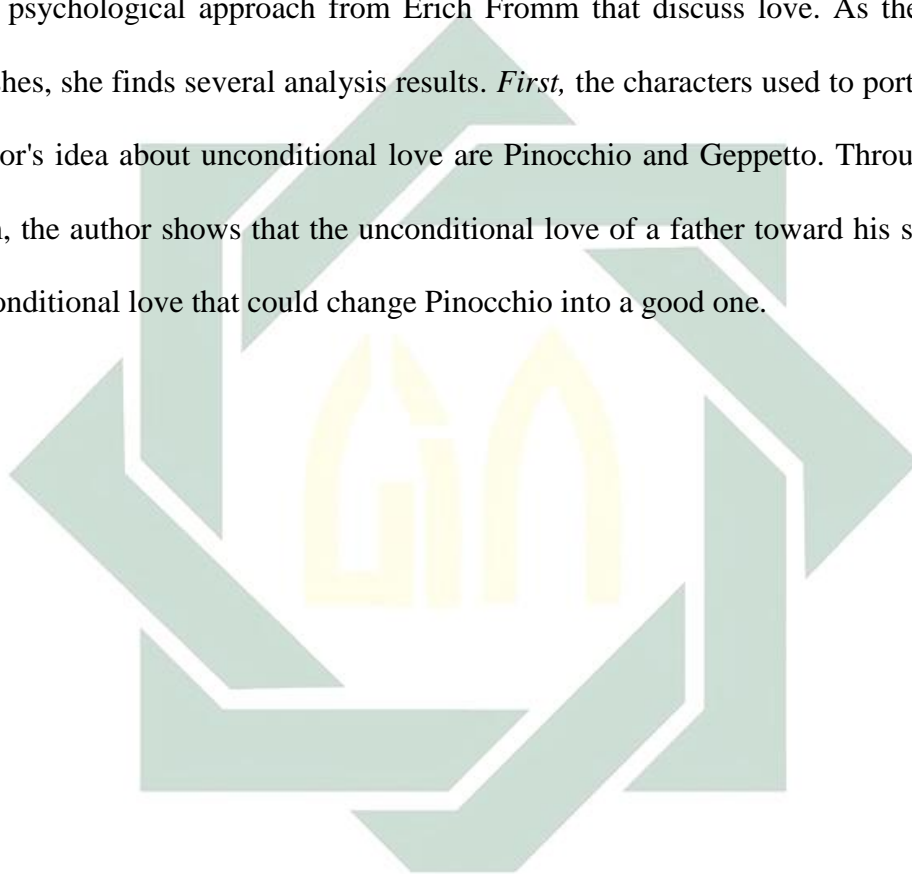
In this chapter, the researcher is supposed to present the previous studies which have the similarities that belong to the object and theory. Previous studies are relevant to research due to gives several functions. After reading the previous studies, address some important limitation, or the interesting gap could be drawn to find a new topic. It is also helpful for the researcher to understand and give directions for where the study needs to go. Moreover, it guides the researcher in repeating the same mistakes and avoiding plagiarism (Rowland, 2015, p. 2).

Therefore, the researcher reviewed several previous studies dealing with this topic based on the same theory and object. First, the journal has investigated by Catrina Sinibaldi from the University of Warwick in Italian Studies, Vol.66

No. 3, November 2011, 333-52. The title is *Pinocchio, a Political Puppet Adventure of Collodi's Novel*. The article examines four retellings of Pinocchio produced during the years of the Fascist regime, ranging from 1923 to 1939. The four texts analyzed as a case of intralingual translation, where the popularity of Collodi's puppet is re-framed and re-interpreted according to different political and educational priorities. She employs a narrative approach to determine how the new stories engage with Collodi's novel while also positioning themselves, about broader narratives circulating at the time. As a result, in such an ideological and political framework, children come to represent the instrument as well as the target of fascist propaganda, both part, and prototype of a notion to be educated and seduced.

Second, the thesis was conducted by Indah Junita from the University of Gajah Mada entitled *The Transformation of Pinocchio in Carlo Collodi's The Adventures of Pinocchio*. The thesis aimed to investigate psychological transformations that happen to Pinocchio and to find out physical transformation happens to Pinocchio as the consequences of his behavior. She applied Freud's psychological theory to analyze her study. She also stated that Carlo Collodi wants to convey moral value through Pinocchio's transformation. As the study finishes, she finds that transformations happen to Pinocchio both psychologically and physically give lessons to Pinocchio to be a better person.

Third, the thesis was conducted by Maria Ulfa from Semarang State University entitled *The Unconditional Love Portrayed in Carlo Collodi's Novel, The Adventures of Pinocchio*. The thesis purposed to analyze unconditional love through the two characters in the novel. She applied the structural approach and also psychological approach from Erich Fromm that discuss love. As the study finishes, she finds several analysis results. *First*, the characters used to portray the author's idea about unconditional love are Pinocchio and Geppetto. Through this term, the author shows that the unconditional love of a father toward his son, the unconditional love that could change Pinocchio into a good one.



CHAPTER III

Building Children Character Through Moral Values in *The Adventure of Pinocchio*

This chapter explains the data based on a statement of the problems stated in the first chapter. The data included in the narrative of the novel and also dialog or conversations among the characters. First, the researcher tends to reveal moral values which are depicted in *The Adventure of Pinocchio* to answer the first problem, that is what moral values are depicted in *The Adventure of Pinocchio*. Second, the researcher wants to describe how the moral values of *The Adventure of Pinocchio* presented as children's character building to answer the second problem, that is how are the moral values of *The Adventure of Pinocchio* presented as children's character building.

3.1 Moral Values Depicted in *The Adventure of Pinocchio*

After the researcher understood and analyzed *The Adventure of The Pinocchio*, the researcher found some moral values in these fairy tales based on Linda & Eyre's.

3.1.1 Love and Affection

Since love and affection deals with the comfortable feeling toward someone which could be called home then never have in the entire life. Hence, Love and affection belong to moral values. Those are reflected in some part of this fairy tale.

At first, he was very angry, but on seeing Pinocchio on stretched out on the floor and really without feet, he felt very

sad and sorrowful. Picking him up from the floor, he fondled and caressed him, talking to him while the tears ran down his cheeks:

"My little Pinocchio, my dear little Pinocchio! How did you burn your feet?" (Chiesa, 1926, p. 38)

It happened when Pinocchio cried out loud to tell his condition without a pair of feet. Begin with Geppetto recognized that was just pranked, but when Geppetto climbed up in his home's side and saw Pinocchio full of tears. He lost his anger and felt sorrow. He picked Pinocchio up and caressed him. Those are proof of Geppetto's affection.

Geppetto, who had understood nothing of all that jumbled talk, except that the Marionette was hungry, felt sorry for him, and pulling three pears out of his pocket, offered them to him, saying: "These three pears were for my breakfast, but I give them to you gladly. Eat them and stop weeping." (Chiesa, 1926, p. 39)

That quotation belongs to the manner had by Geppetto implies love and affection as moral values. Those narrative states that although several times Pinocchio did something wrong, he always apologized him. It can be revealed when Geppetto returned home and saw Pinocchio weep cause he was in hunger. He gave his breakfast (three pears) to Pinocchio. He held back hungry to his son. Besides, he also peels those pears cause Pinocchio will not eat if no one peel pears.

Geppetto, though trying to look very stern, felt his eyes fill with tears and his heart soften when he saw Pinocchio so unhappy. He said no more, but taking his tools and two pieces of wood, he set to work diligently. In less than an hour, the feet were finished, two slender, nimble little feet, strong and quick, modeled as if by an artist's hands. (Chiesa, 1926, p. 42)

The statement above is another evidence of how to love Geppetto was. To make Geppetto believe in him and willing to give him a pair of feet, Pinocchio promised to be good boy, he will learn the trade and some stuff of school. Finally, Geppetto though rejected his son's vow. Unfortunately, when he saw Pinocchio unhappy, his heart was soft and started to work diligently.

"What does it matter, after all?" cried Geppetto all at once, as he jumped up from his chair. Putting on his old coat, full of darns and patches, he ran out of the house without another word.

After a while, he returned. In his hands, he had the A-B-C book for his son, but the old coat was gone. The poor fellow was in his shirt sleeves, and the day was cold. (Chiesa, 1926, p. 43)

From those conversations show that even though Geppetto is a poor fellow. But, he has a big willingness to make Pinocchio happy. To fulfill what Pinocchio wanted. That is A-B-C-D book; he sold him the only one coat to have that book despite the day was cold.

"I beg for mercy for my poor friend, Harlequin, who has never done the least harm in his life."

"There is no mercy here, Pinocchio. I have spared you. Harlequin must burn in your place. I am hungry, and my dinner must be cooked."

"In that case," said Pinocchio proudly, as he stood up and flung away his cap of dough, "in that case, my duty is clear. Come, officers! Tie me up and throw me on those flames. No, it is not fair for poor Harlequin, the best friend that I have in the world, to die in my place!" (Chiesa, 1926, p. 55)

That conversation means clearly that Pinocchio has affection toward whoever he recognized as his friend. It could be seen when his new friend would be the wood of fire as the surrogate of Pinocchio. In these cases, Harlequin was so scared and fell to the floor. Luckily, Pinocchio saved his life with threw

himself under Fire Eater and weeping bitterly. He asked to tie him up and threw him to the flames.

"Do you see that Marionette hanging from the limb of that giant oak tree?"

"I see him."

"Very well. Fly immediately to him. With your strong beak, break the knot which holds him tied, take him down, and lay him softly on the grass at the foot of the oak." (Chiesa, 1926, p. 78)

Likewise, love and affection applied in another character manner, for example, 'The Fairy.' In that passage above shows that The Fairy worried knowing Pinocchio in trouble. Thus, she asked falcon to fly around the oak tree to unscrew rope that hung on him.

"Come, Medoro," said the Fairy to him. "Get my best coach ready and set out toward the forest. On reaching the oak tree, you will find a poor, half-dead Marionette stretched out on the grass. Lift him tenderly, place him on the silken cushions of the coach, and bring him here to me." (Chiesa, 1926, p. 79)

Meanwhile, as the evidence how huge The Fairy's affection for Pinocchio. Thus, The Fairy demanded a magnificent poodle, Maduro to find Pinocchio who half-dead beneath an oak tree and bring close to The Fairy. It caused The Fairy won't lose Pinocchio indeed.

In a few minutes, a lovely little coach, made of glass, with lining as soft as whipped cream and chocolate pudding, and stuffed with canary feathers, pulled out of the stable. It was drawn by one hundred pairs of white mice, and the Poodle sat on the coachman's seat and snapped his whip gayly in the air as if he were a real coachman in a hurry to get to his destination.

In a quarter of an hour, the coach was back. The Fairy, who was waiting at the door of the house, lifted the poor little Marionette in her arms, took him to a dainty room with mother-of-pearl walls, put him to bed, and sent immediately

for the most famous doctors of the neighborhood to come to her. (Chiesa, 1926, p. 80)

Later, considering herself as Pinocchio's mom. While The Fairy waited for his arrival, she made some stuff of food and beverage to Pinocchio. Around a quarter hour, The Coach back and give Pinocchio to The Fairy. Unfortunately, poor marionette still faints. In this term, The Fairy summoned the most famous doctor to help awakening Pinocchio. Those are such love and affection whose mom gave to her children.

As soon as the three doctors had left the room, the Fairy went to Pinocchio's bed and, touching him on the forehead, noticed that he was burning with fever.

She took a glass of water, put a white powder into it, and, handing it to the Marionette, said lovingly to him:

"Drink this, and in a few days you'll be up and well." (Chiesa, 1926, p. 84)

The last but not least, the manner had by The Fairy displayed that she loves much to Pinocchio. Ergo, she presented the best to Pinocchio. Such as serving the water which has mixed with powder medicine to make him better.

"How good you are, my Fairy," said Pinocchio, drying his eyes, "and how much I love you!"

"I love you, too," answered the Fairy, "and if you wish to stay with me, you may be my little brother, and I'll be your good little sister." (Chiesa, 1926, p. 90)

It referred to the fundamental personality of Pinocchio. What had uttered by Pinocchio indicated the moral value, that is love and affection. The sentences "I love you, I love you too" are enough to be a sign that love affair occurs to belong to each other.

"Now we are lost."

"Why lost? Give me your hand, dear Father, and be careful not to slip!"

"Where will you take me?"

"We must try again. Come with me and don't be afraid."

With these words, Pinocchio took his father by the hand and, always walking on tiptoes, they climbed up the monster's throat for a second time. They then crossed the whole tongue and jumped over three rows of teeth. But before they took the last great leap, the Marionette said to his father:

"Climb on my back and hold on tightly to my neck. I'll take care of everything else."

As soon as Geppetto was comfortably seated on his shoulders, Pinocchio, very sure of what he was doing, dived into the water and started to swim. The sea was like oil, the moon shone in all splendor, and the Shark continued to sleep so soundly that not even a cannon shot would have awakened him. (Chiesa, 1926, p. 193)

In the previous data, the author embodied Pinocchio as a good marionette.

It could be proven when Geppetto and Pinocchio lose within whale. Both of them tried to escape. Furthermore, Pinocchio takes an enormous responsibility to save his father, Geppetto. Start with Pinocchio held tight his father's hand to climb up the monster's throat. Pinocchio thereupon asked Geppetto to seat on his shoulders. Feeling very sure, he began to dive into the water and commenced swimming.

Without another word, he swam swiftly away to reach land as soon as possible. All at once, he noticed that Geppetto was shivering and shaking as if with a high fever.

Was he shivering from fear or cold? Who knows? Perhaps a little of both. But Pinocchio, thinking his father was frightened, tried to comfort him by saying:

"Courage, Father! In a few moments, we shall be safe on land." (Chiesa, 1926, p. 196)

The narratives above explain further chronology about Pinocchio's sacrifice to rescue his father. It established the son's love for his parents. Here, when Pinocchio noticed his father had a fever, Pinocchio swam swiftly to get land closer. He also stated to Geppetto that in a few minutes, they would be reached the land.

Poor Pinocchio pretended to be peaceful and contented, but he was far from that. He was beginning to feel discouraged, his strength was leaving him, and his breathing was becoming more and more labored. He felt he could not go on much longer, and the shore was still far away. (Chiesa, 1926, p. 196)

Pinocchio's struggle continued, even if he felt so weak. But, he pretended to be strong. It caused, he won't see his father sad. In this point, there is no doubt toward whatever Pinocchio did to his father is just based on love and affection.

Pinocchio offered his arm to Geppetto, who was so weak he could hardly stand, and said to him:
 "Lean on my arm, dear Father, and let us go. We will walk very, very slowly, and if we feel tired, we can rest by the wayside." (Chiesa, 1926, p. 197)

Through the fragment of the story above, it can be seen that Pinocchio is one example of a million good boy. Knowing the condition of Geppetto was apprehensive, Pinocchio asked his father to lean on his arm over him. How huge Pinocchio's love and affection might be.

Farmer John took the Marionette to the well and showed him how to draw the water. Pinocchio set to work as well as he knew how, but long before he had pulled up the one hundred buckets, he was tired out and dripping with perspiration. He had never worked so hard in his life. (Chiesa, 1926, p. 200)

Additionally, as the symbol of Pinocchio's grateful to his father, who endlessly gave everything to him. The writer has known well that at the beginning of *The Adventure of Pinocchio* fairy tale, Pinocchio drew as the mischievous puppet who never work anything. But it was the opposite. The excerpts above explained that Pinocchio endeavored to set work hardest; he wanted to make his father enjoy in the rest of his life.

After that, he went to bed and fell asleep. As he slept, he dreamed of his Fairy, beautiful, smiling, and happy, who kissed him and said to him, "Bravo, Pinocchio! In reward for your kind heart, I forgive you for all your old mischief. Boys who love and take good care of their parents when they are old and sick, deserve praise even though they may not be held up as models of obedience and good behavior. Keep on doing so well, and you will be happy." (Chiesa, 1926, p. 204)

Those statement considered as the result of Pinocchio's final exam. This term told that The Fairy came to his dream then explained what Pinocchio's deed was wonderful and reflected as the truly good and polite boy. So, he deserves the best gift also. As has been promising, The Fairy gave prize with change his whole wooden body became physic of human. It could be concluded that the sincere affection and love toward others would be delivered the kindness upon the doer.

Based on some data and explanations above, it could be concluded that the author would convey the moral values of love and affection which can be seen through the characters of Pinocchio, The Fairy, and Geppetto. Thus, both Pinocchio and Geppetto connected and has endlessly loved each other. Moreover, The Fairy also gave sincere affection to the boy who she considered as her son.

3.1.2 Sensitiveness and altruism

Considering as moral values, sensitiveness and altruism could be defined as a person's personality traits who had tendency displaying swiftly to appreciate other's feeling. The following data below are examples of sensitive and not selfish moral values involved.

For me it known, that, while other people, when sad and sorrowful, weep and wipe their eyes, Fire Eater, on the other hand, had the strange habit of sneezing each time he felt

unhappy. The way was just as good as any other to show the kindness of his heart.

After sneezing, Fire Eater, ugly as ever, cried to Pinocchio: "Stop crying! Your wails give me a funny feeling down here in my stomach and--E--tchee!--E--tchee!" Two loud sneezes finished his speech. (Chiesa, 1926, p. 54)

First, this statement is occurred as sensitiveness and altruism implied within the character, namely Fire Eater. Despite he had ugly physical traits. Nevertheless, he had empathy. It could be signified with his freaking habit. Such as when Fire Eater felt sorrowful, he will sneeze loud each time. Meanwhile, as a normal person would be crying.

Think about how poor Harlequin felt! He was so scared that his legs doubled up under him and he fell to the floor.

Pinocchio, at that heartbreaking sight, threw himself at the feet of Fire Eater and, weeping bitterly, asked in a pitiful voice which could scarcely be heard:

"Have pity, I beg of you, signore!"

"There are no signori here!"

"Have pity, kind sir!"

"There are no sirs here!"

"Have pity your Excellency!" (Chiesa, 1926, p. 55)

In the other hand, the manner had by the major character, Pinocchio depicted the moral values of sensitiveness and altruism. It could be shown from the conversations above. As long Pinocchio as the marionette. Even if he had a naughty side, but he also had soft-heart like a human being. He felt pity seeing his friend, Harlequin frightened. Thus, Pinocchio sacrificed himself to save Harlequin. In these cases, Pinocchio threw himself under The Fire Eater feet to be the wood of the flames.

As soon as Pinocchio went into the stable, he spied a little Donkey lying on a bed of straw in the corner of the stable. He was worn out from hunger and too much work. After looking

at him a long time, he said to himself: "I know that Donkey! I have seen him before."

And bending low over him, he asked: "Who are you?"

At this question, the Donkey opened weary, dying eyes and answered in the same tongue: "I am Lamp-Wick."

Then he closed his eyes and died.

"Oh, my poor Lamp-Wick," said Pinocchio in a faint voice, as he wiped his eyes with some straw he had picked up from the ground. (Chiesa, 1926, p. 201)

Moral values of sensitive and not selfish also could be revealed in the last chapter of this masterpiece. The conversations that have been written above indicated to a certain event. It was about Pinocchio met his school-mate, namely Lamp-Wick, who was being the half-died donkey. In further minutes, recognizing Lamp-Wick passed-away, Pinocchio wiped his tears.

In conclusion, all of the quotations and explanations above. It could be understood that Pinocchio was sensitive while they saw others get hurt. Thus, not being late, even though The Fire Eater was ugly, but he also had the soft heart and always sneezed knowing people around him sorrow. It related to what the author tends to convey through this novel, that is the moral value of sensitiveness and altruism.

3.1.3 Honesty

Relate to theory, honesty means an attitude of someone who always could be trusted in his/her words, worked, and action. Definitely, in this story, honesty is just implied through the major actor, Pinocchio. It could be seen the following dialogue;

"Open the door for me!" Geppetto shouted from the street.

"Father, dear Father, I can't," answered the Marionette in despair, crying and rolling on the floor.

"Why can't you?"

"Because someone has eaten my feet."

"And who has eaten them?"

"The cat," answered Pinocchio, seeing that little animal busily playing with some shavings in the corner of the room.

"Open! I say," repeated Geppetto, "or I'll give you a sound whipping when I get in."

"Father, believe me, I can't stand up. Oh, dear! Oh, dear! I shall have to walk on my knees all my life."

Geppetto, thinking that all these tears and cries were only other pranks of the Marionette, climbed up the side of the house and went in through the window.

At first he was very angry, but on seeing Pinocchio stretched out on the floor and really without feet, he felt very sad and sorrowful. Picking him up from the floor, he fondled and caressed him, talking to him while the tears ran down his cheeks. (Chiesa, 1926, p. 39)

To get the point of moral values, especially honesty. Pay much attention belong to the conversations above. In these cases, when Pinocchio told about his painful because he had no feet, he cried out loud. But Geppetto did not believe him and assumed that all of Pinocchio's talking are just a prank. The truly prves have been talked that Pinocchio said everything truth. However, Geppetto felt sorry to Pinocchio.

In sum up, it could be concluded that Pinocchio implied moral value of honesty, which in the previous datum the honesty can be proved with his word when he talked with his father.

3.1.4 Bravery

Dare to take difficult risk to pass the life's task, or have the courage to do something incredible troubled in the right way as the best option for the long term. All of these statements refer to the definition of bravery. In this term, Bravery as moral values found in some data as follow;

Pinocchio hated the dark street, but he was so hungry that, in spite of it, he ran out of the house. The night was pitch black. It thundered, and bright flashes of lightning now and again shot across the sky, turning it into a sea of fire. An angry wind blew cold and raised dense clouds of dust, while the trees shook and moaned weirdly.

Pinocchio was greatly afraid of thunder and lightning, but the hunger he felt was far greater than his fear. In a dozen leaps and bounds, he came to the village, tired out, puffing like a whale, and with tongue hanging. (Chiesa, 1926, p. 34)

Pinocchio, as the main character revealed the moral values of bravery. It could be shown from the pieces of quotations above. Despite the condition outside of his home was quite a dibble. The author drew with the dark street, the pitch black's night, the thunderflash seems shooting the sky. Pinocchio was in his much fear, but his hunger was far greater. So, he should be brave to find food.

How frightened was poor Pinocchio! He ran back wildly for half a mile, and at last settled himself atop a heap of stones to wait for the Serpent to go on his way and leave the road clear for him.

He waited an hour; two hours; three hours; but the Serpent was always there, and even from afar one could see the flash of his red eyes and the column of smoke which rose from his long, pointed tail.

Pinocchio, trying to feel very brave, walked straight up to him and said in a sweet, soothing voice:

"I beg your pardon, Mr. Serpent, would you be so kind as to step aside to let me pass?"

He might as well have talked to a wall. The Serpent never moved. (Chiesa, 1926, p. 100-101)

Pinocchio in the course of his life. In that statement is told that Pinocchio set the road that would be taking him to home. Unlucky, there is a terrible serpent cross the road how fear was Pinocchio. His struggle rise one by the one. Pinocchio tried to be brave and walked carefully. He communicated to serpent with sweet voices to get his pardon passing the street.

Pinocchio, although alone, defended himself bravely. With those two wooden feet of his, he worked so fast that his opponents kept at a respectful distance. Wherever they landed, they left their painful mark, and the boys could only run away and howl. (Chiesa, 1926, p. 133)

The narratives above explain certain chronology; it was about the bravery of Pinocchio. Even though he was alone and fight seven fellows. Nonetheless, Pinocchio tended to keep his respectful distance with worked rapidly. In this way, unfortunately, wherever the boys landed, they left a painful mark in Pinocchio's wooden body.

At the sight of that pale little corpse, the boys were so frightened that they turned tail and ran. In a few moments, all had disappeared.

All except Pinocchio. Although scared to death by the horror of what had been done, he ran to the sea and soaked his handkerchief in the cool water and with it bathed the head of his poor little schoolmate. (Chiesa, 1926, p. 134)

According to the quotation above mean clearly that Pinocchio drilled to fight his fright since all of the boys run away and in a few minutes, they disappeared. He wanted to save his schoolmate. To get his purposes, Pinocchio went to the sea and whelmed his handkerchief into the cool water. Thus, he backed to bath his head.

"Try it and see! And in any case, if it is written that we must die, we shall at least die together."

Not adding another word, Pinocchio took the candle in his hand and going ahead to light the way, he said to his father: "Follow me and have no fear."

They walked a long distance through the stomach and the whole body of the Shark. When they reached the throat of the monster, they stopped for a while to wait for the right moment in which to make their escape. (Chiesa, 1926, p. 192)

Still displayed with the main character, Pinocchio. The dialogue above told about his bravery when he and his dad trapped in the terrible Shark's stomach. In this case, Pinocchio tended to escape by finding the right way to get out. Despite within the body of horrible Monster was dark, he took just only candle provided to light around them.

"The time has come for us to escape," he whispered, turning to his father. "The Shark is fast asleep. The sea is calm, and the night is as bright as day. Follow me closely, dear Father, and we shall soon be saved."

No sooner said than done. They climbed up the throat of the monster until they came to that immense open mouth. There they had to walk on tiptoes, for if they tickled the Shark's long tongue, he might awaken--and where would they be then? The tongue was so wide and so long that it looked like a country road. The two fugitives were just about to dive into the sea when the Shark sneezed very suddenly and, as he sneezed, he gave Pinocchio and Geppetto such a jolt that they found themselves thrown on their backs and dashed once more and very unceremoniously into the stomach of the monster. (Chiesa, 1926, p. 192 -193)

That conversation considers as moral values of bravery which could be seen Pinocchio without feeling afraid, he held tight his father and asked him to climb up the throat then come closer to the immense mouth. Unfortunately, when The Shark sneezed suddenly, they are thrown back into its stomach.

According to some evidence through preceding the data and the explanations. It could be assumed that the author of this fairy tale conveys the moral values of bravery, which could be seen into the marionette namely Pinocchio.

3.1.5 Self-Discipline and Moderation

The expert believed that self-discipline and moderation deal with the self-practice to obey the rules and used the punishment to correct the fault. Lay it on the line, the Only datum which found as moral values of self-discipline and moderation could be shown in the quotation beneath.

From that day on, for more than five months, Pinocchio got up every morning just as dawn was breaking and went to the farm to draw water. And every day he was given a glass of warm milk for his poor old father, who grew stronger and better day by day. But he was not satisfied with this. He learned to make baskets of reeds and sold them. With the money he received, he and his father were able to keep from starving. (Chiesa, 1926, p. 202)

As the protagonist character, Pinocchio carried on a huge role. After he realized all of his mistakes and remembered his dream about being the real boy, he changed his life better than before. In this case, the psychological manner had by Pinocchio indicated as the moral value of self-discipline and moderation. Pinocchio started work as hard as much to get closer with his aims. Day by day, Pinocchio waked up in the early morning and did something useful. He also did all of those things to make Geppetto happy.

3.1.6 Respect

In *The Adventure of Pinocchio*, respect are revealed into the character Pinocchio and *The Talking Cricket*. In this case, Pinocchio realized how important being respect to others. The moral values of respect could be seen in the conversation beneath.

"Oh, my dear Cricket," said Pinocchio, bowing politely.

"Oh, now you call me your dear Cricket, but do you remember when you threw your hammer at me to kill me?"

"You are right, dear Cricket. Throw a hammer at me now. I deserve it! But spare my poor old father."

"I am going to spare both the father and the son. I have only wanted to remind you of the trick you long ago played upon me, to teach you that in this world of ours we must be kind and courteous to others, if we want to find kindness and courtesy in our own days of trouble." (Chiesa, 1926, p. 198-199)

With bowing politely as a sign how the creation respect others. Pinocchio talked in good sentences when knew and realized all of his faults. Also he wanted The Talking Cricket to do revenge to him. The previous datum is the lesson that could be gain of this story. Moreover, it relate to Linda and Eyre's argument about respect which means admire to someone deeply, it could be respect to others, respect to ourselves and avoid the self-distruction (1997, p. 98).

After analyzing all of those data based on Linda and Eyre's theory of moral values. The writer determined that the moral values which are depicted in this *The Adventure of Pinocchio* novel such as, love and affection, sensitiveness and altruism, honesty, bravery, self-discipline and moderation, and respect.

3.2 The Moral Values of *The Adventure of Pinocchio* Presented as Children's Character Building.

This subchapter tends to present what children's character building implied in *The Adventure of Pinocchio* novel. In this case, the researcher uses the main character (Pinocchio) as the representation of children. Moreover, the result from the first discussion would be the bases to answer the second problem's statement,

that is how are the moral values of *The Adventure of Pinocchio* presented as children's character building.

As have been explained in the theoretical approach that Lewis gives five categorizing, they cover of honesty, responsibility, establishing justness and fair, regard and respect, compassion (2004, p. 5). Hence, the researcher discusses these children's character building one by one.

3.2.1 Honesty as Moral Values Can Build Honest Characters

Telling the truth is an obligation that everyone should do this type of good attitude. There is no exception; children also ought to have the behavior which does and say something based on the real event. In this occasion, Pinocchio can build his character to be better as long as he learns what is something forbidden and allow to do. However, moral values of honesty that was revealed in this fairy tale could be seen in some data below as the children's character building;

"Come here now and tell me how it came about that you found yourself in the hands of the Assassins."

"It happened that Fire Eater gave me five gold pieces to give to my Father, but on the way, I met a Fox and a Cat, who asked me, 'Do you want the five pieces to become two thousand?' And I said, 'Yes.' And they said, 'Come with us to the Field of Wonders.' And I said, let's go.' Then they said, 'Let us stop at the Inn of the Red Lobster for dinner, and after midnight we'll set out again.' We ate and went to sleep. When I awoke, they were gone, and I started in the darkness all alone. On the road, I met two Assassins dressed in black coal sacks, who said to me, 'Your money or your life!' and I said, 'I haven't any money'; for, you see, I had put the money under my tongue. One of them tried to put his hand in my mouth, and I bit it off and spat it out; but it wasn't a hand, it was a cat's paw. And they ran after me and I ran and ran, till at last they caught me and tied my neck with a rope and hanged me to a tree, saying, 'Tomorrow we'll come back for you and you'll be dead and your mouth will be open, and then we'll take the gold pieces that you have hidden under your tongue.'"

"Where are the gold pieces now?" the Fairy asked.
 "I lost them," answered Pinocchio, but he told a lie, for he had them in his pocket. (Chiesa, 1926, p. 86-87)

The conversation happens between Pinocchio and The Lovely Maides with Azure Hair. She asked what has occurred to Pinocchio. Then, he is found in the hand of two assassins. Pinocchio explained it to The Lovely Maides. He told me that everything is caused by five gold pieces. But, when The Lovely Maides asked him about the state of those golds. He said that they have lost. The truth is Pinocchio had them in his pocket.

"And where did you lose them?"
 "In the wood nearby."
 At this second lie, his nose grew a few more inches.
 "If you lost them in the nearby wood," said the Fairy, "we'll look for them and find them, for everything that is lost, there is always found."
 "Ah, now I remember," replied the Marionette, becoming more and more confused. "I did not lose the gold pieces, but I swallowed them when I drank the medicine." (Chiesa, 1926, p. 87)

In another hand, Pinocchio untruth told can be revealed in those further conversation above. His second lie was continuing. When The Lovely Maides asked the place Pinocchio is lost his golds. He said that he lost them in the wood nearby. Furthermore, to fix his mistakes, he changed his reason unlogically that he swallowed his five golds when he drank the medicine.

Crying as if his heart would break, the Marionette mourned for hours over the length of his nose. No matter how he tried, it would not go through the door. The Fairy showed no pity toward him, as she was trying to teach him a good lesson so that he would stop telling lies, the worst habit any boy may acquire. But when she saw him, pale with fright and with his eyes half out of his head from terror, she began to feel sorry for him and clapped her hands together. A thousand woodpeckers flew in through the window and settled

themselves on Pinocchio's nose. They pecked and pecked so hard at that enormous nose that in a few moments, it was the same size as before (Chiesa, 1926, p. 90).

The statement above is an example of the moral values that could be gained as the children's character building. The consequence who told lies, Pinocchio's nose became longer and longer. Then Pinocchio could not move in many places. In these cases, The Fairy tried to teach him about how important telling the truth and avoiding the lies. It shows that there is the worst consequence as long as people are not honest.

Therefore, as has been explained in the previous data. It could be concluded that the moral values of honesty could be built children's character. In this case, Pinocchio as the representation of children can gain the important of being honest in every single event that he experienced.

3.2.2 *Self-Discipline and Moderation and Bravery* as Moral Values Can Build Responsibility Characters

As the children's character building, responsibility refers to human awareness of all intentional or unintentional behavior and actions. Responsibility of *The Adventure of Pinocchio* novel reflected through self-discipline and moderation, and bravery, which could be shown in the following data. In this case, self-discipline and moderation deal with a sense of obedience to the requested values as individual responsibility. Besides, bravery stands with someone who has a strong heart and great confidence to fight the dangers, difficulties, and so on.

Pinocchio, although alone, defended himself bravely. With those two wooden feet of his, he worked so fast that his

opponents kept at a respectful distance. Wherever they landed, they left their painful mark and the boys could only run away and howl. (Chiesa, 1962, p. 133)

According to the quotations above, it could be explained that it was about bravery of Pinocchio. Even though he was alone and fight seven fellow. Nonetheless, Pinocchio tended to keep his respectful distance with worked rapidly. In this way, unfortunately wherever the boys landed, they left painful mark in Pinocchio's wooden body.

At the sight of that pale little corpse, the boys were so frightened that they turned tail and ran. In a few moments, all had disappeared.

All except Pinocchio. Although scared to death by the horror of what had been done, he ran to the sea and soaked his handkerchief in the cool water and with it bathed the head of his poor little schoolmate. (Chiesa, 1926, p. 134)

Based on the excerpt above, it could be seen that Pinocchio drilled to fight his fear since all of the boys run away and in few minutes they disappeared. It is such the responsibility to do something good even though to freaking friend. He wanted to save his schoolmate. In order to get his purposes, Pinocchio went to the sea and whelm his handkerchief into the cool water. Thus, he backed to bath his head.

"Try it and see! And in any case, if it is written that we must die, we shall at least die together."

Not adding another word, Pinocchio took the candle in his hand and going ahead to light the way, he said to his father: "Follow me and have no fear."

They walked a long distance through the stomach and the whole body of the Shark. When they reached the throat of the monster, they stopped for a while to wait for the right moment in which to make their escape. (Chiesa, 1926, p. 192)

According to the preceding quotation, it could be explained that Pinocchio took the beyond risk. He had enormous responsibility to save his father's life through escape from the terrible fish. Start with reducing his frightened, this marionette drilled to find the right way to get out. In this case, he passed the darkness side of stomach's monster using the candle that was faded tragically.

From that day on, for more than five months, Pinocchio got up every morning just as dawn was breaking and went to the farm to draw water. And every day he was given a glass of warm milk for his poor old father, who grew stronger and better day by day. But he was not satisfied with this. He learned to make baskets of reeds and sold them. With the money he received, he and his father were able to keep from starving. (Chiesa, 1926, p. 202)

Specifically, the narrative above showed that Pinocchio was brave to take the risk with changing his life from the difficulties to be better. It caused, Pinocchio had a burden to take care of his one and only lovely father best. To achieve its aim, he determined to be discipline through work hard every day and learned important things to improve his life's quality.

Thus, what Pinocchio has done presented to make others' life being more valuable. However, the evidence and the explanation before prove that this masterpiece, entitled *The Adventure of Pinocchio*, displays the moral value that could be built children's character to be responsible.

3.2.3 Respect as Moral Values Can Build Regard and Respect Characters

In *The Adventure of Pinocchio*, respect is revealed into the character Pinocchio when he every time met and talked to The Talking Cricket. As the representation of the children, Pinocchio in this fairy tale is illustrated as a

stubborn and naughty marionette. Then when Talking Cricket gave him wisely advice, he won't hear it. It could be seen in the following dialogue below;

"Woe to boys who refuse to obey their parents and run away from home! They will never be happy in this world, and when they are older, they will be very sorry for it."

"Sing on, Cricket mine, as you please. What I know is, that tomorrow, at dawn, I leave this place forever. If I stay here, the same thing will happen to me, which happens to all other boys and girls. They are sent to school, and whether they want to or not, they must study. As for me, let me tell you, I hate to study! It's much more fun, I think, to chase after butterflies, climb trees, and steal birds' nests."

"Poor little silly! Don't you know that if you go on like that, you will grow into a perfect donkey and that you'll be the laughingstock of everyone?"

"Keep still, you ugly Cricket!" cried Pinocchio.

(Chiesa, 1926, p. 27)

How stubborn Pinocchio might be. He did not have respect to what Talking Cricket's said. Despite Talking Cricket reminded Pinocchio about the proverb, that is to be a clever boy then he would be the success in future, and it is opposite when Pinocchio does not come to school and just play, he will be a donkey. Nevertheless, Pinocchio denied all of those admonitions.

"If you do not like going to school, why don't you at least learn a trade, so that you can earn an honest living?"

"Shall I tell you something?" asked Pinocchio, who was beginning to lose patience. "Of all the trades in the world, there is only one that suits me."

"And what can that be?"

"That of eating, drinking, sleeping, playing, and wandering around from morning till night."

"Let me tell you, for your good, Pinocchio," said the Talking Cricket in his calm voice, "that those who follow that trade always end up in the hospital or prison."

"Careful, ugly Cricket! If you make me angry, you'll be sorry!"

(Chiesa, 1926, p. 27)

Thus, as a wise philosopher, Talking Cricket did not run out of ways to give some further suggestions to Pinocchio. He told Pinocchio to learn the trade to earn an honest living. For further times, Pinocchio always rejected what Talking Cricket's talking about. Even more astonishing, Pinocchio asked Talking Cricket to be careful to say anything with Pinocchio. But Talking Cricket did not make a sense. Finally, Pinocchio is at the highest of his anger mode. He throws a hummer with all his strength at the Talking Cricket.

And meanwhile, his hunger grew and grew. The only relief poor Pinocchio had was to yawn; and he certainly did yawn, such a big yawn that his mouth stretched out to the tips of his ears. Soon he became dizzy and faint. He wept and wailed to himself: "The Talking Cricket was right. It was wrong of me to disobey Father and to run away from home. If he were here now, I wouldn't be so hungry! Oh, how horrible it is to be hungry!" (Chiesa, 1926, p. 30)

Afterward, As an aphorism *Karma does exist* since Pinocchio had eaten nothing as yet, he drilled to find anything in the whole Geppetto's room, but there is none. Thus, he regretted his deed. It caused that he did not respect and belittle what Talking Cricket's warning. Therefore, Pinocchio ought to carry on his hunger as the consequence of his disobedient.

The poor Marionette stood as if turned to stone, with wide eyes, open mouth, and the empty halves of the egg-shell in his hands. When he came to himself, he began to cry and shriek at the top of his lungs, stamping his feet on the ground and wailing all the while: "The Talking Cricket was right! If I had not run away from home and if Father were here now, I should not be dying of hunger. Oh, how horrible it is to be hungry!" (Chiesa, 1926, p. 31)

As has been told on the quotation above, since Pinocchio was hungry and found the egg to cook himself an omelet. Unfortunately, when Pinocchio broke

the eggshell, a little chick flew through the windows. Hence, Pinocchio felt so regretful toward anything that happens. It caused he did not respect and pay attention toward what Talking Crickets command to be the obedient puppet.

"What do you want?" asked the Marionette.

"I want to give you a few words of good advice. Return home and give the four gold pieces you have left to your poor old father who is weeping because he has not seen you for many a day."

"Tomorrow my father will be a rich man, for these four gold pieces will become two thousand."

"Don't listen to those who promise you wealth overnight, my boy. As a rule, they are either fools or swindlers! Listen to me and go home."

"But I want to go on!"

"The hour is late!"

"I want to go on."

"The night is very dark."

"I want to go on."

"The road is dangerous."

"I want to go on."

"Remember that boys who insist on having their way, sooner or later come to grief."

"The same nonsense. Good-by, Cricket."

"Good night, Pinocchio, and may Heaven preserve you from the Assassins." (Chiesa, 1926, p. 65-66)

From those conversations show that Pinocchio kept being Pinocchio, the marionette who won't hear wisely advice. Even though before some scenes he was regretful toward his bad behavior. However, when he met the ghost of The Talking Cricket which gives him some warning, he was unrespect and left The Talking Cricket behind.

"Oh, my dear Cricket," said Pinocchio, bowing politely.

"Oh, now you call me your dear Cricket, but do you remember when you threw your hammer at me to kill me?"

"You are right, dear Cricket. Throw a hammer at me now. I deserve it! But spare my poor old father."

"I am going to spare both the father and the son. I have only wanted to remind you of the trick you long ago played upon

me, to teach you that in this world of ours we must be kind and courteous to others if we want to find kindness and courtesy in our days of trouble." (Chiesa, 1926, p. 198-199)

At the end of this story, Pinocchio realized how rude he was. Thus he told all of his faults and feel regretful. In this case, Pinocchio wanted The Talking Cricket to throw the hummer to him as he has done to The Talking Cricket. The Talking Cricket won't do revenge because all of his wanted is just to remind and teach Pinocchio how to respect others.

In this case, it could be concluded that the previous data are the lesson that can be the gain of this story. It also could be shown that the character of Pinocchio built as long as he learned about how to respect and regard others.

3.2.4 *Love and Affection and Sensitiveness and Altruism as Moral Values Can Build Compassion Characters*

Since compassion is the further children's character building that means human emotions which arise due to the suffering others. Hence, these children's character could be built through two moral values. First, love and affection which refer to the feeling that appears in the sincere heart to accept, love, and give happiness to others. Second, sensitiveness and altruism, which means do care towards others. As reflected in some data such as;

At first, he was very angry, but on seeing Pinocchio on stretched out on the floor and really without feet, he felt very sad and sorrowful. Picking him up from the floor, he fondled and caressed him, talking to him while the tears ran down his cheeks:

"My little Pinocchio, my dear little Pinocchio! How did you burn your feet?" (Chiesa, 1926, p. 38)

Through the main character of Pinocchio and Geppetto, the narrative above showed that Pinocchio's dad has endlessly love to his son. Despite he was mad cause Pinocchio was very naughty but when he saw Pinocchio cried out loud to tell his condition without a pair of feet. He lost his anger and felt sorrow. He picked Pinocchio up and caressed him. Therefore, such as evidence that these two kinds of moral values could be built children's character to be compassion.

Another evidence can be revealed two of narrative as follow;

Geppetto, though trying to look very stern, felt his eyes fill with tears and his heart soften when he saw Pinocchio so unhappy. He said no more, but taking his tools and two pieces of wood, he set to work diligently. In less than an hour, the feet are finished, two slender, nimble little feet, strong and quick, modeled as if by an artist's hands. (Chiesa, 1926, p. 42)

This part told that Geppetto seemed empathy toward Pinocchio. He felt what naughty puppet feel. However, due to make Pinocchio happy, he set work to make a new pair of wooden feet as changing the old one that has burned.

"What does it matter, after all?" cried Geppetto all at once, as he jumped up from his chair. Putting on his old coat, full of darns and patches, he ran out of the house without another word.

After a while, he returned. In his hands, he had the A-B-C book for his son, but the old coat was gone. The poor fellow was in his shirt sleeves, and the day was cold. (Chiesa, 1926, p. 43)

Geppetto's feeling of Pinocchio is infinite love. It could be known when Pinocchio enthusiastically planned some things to go to school, but he did not have an A-B-C-D book. He felt sad knowing his father (Geppetto) have none neither a penny. Here, although Geppetto was a poor fellow with his strong will

to make his son happy, he took his the only one coat that full of patches and darns to get what Pinocchio's wanted.

The manner had by Geppetto implied two moral values; they are love and affection then sensitiveness and altruism. Geppetto showed everything that he did to make his son happy. In these cases, those could be seen in two pieces of evidence and explanations above. Moreover, Pinocchio, as the representation of children can build his character to be better and learn to be compassion through Geppetto. In this case, it could be seen in some further evidence below;

Without another word, he swam swiftly away to reach land as soon as possible. All at once, he noticed that Geppetto was shivering and shaking as if with a high fever. Was he shivering from fear or cold? Who knows? Perhaps a little of both. But Pinocchio, thinking his father was frightened, tried to comfort him by saying: "Courage, Father! In a few moments, we shall be safe on land." (Chiesa, 1926, p. 196)

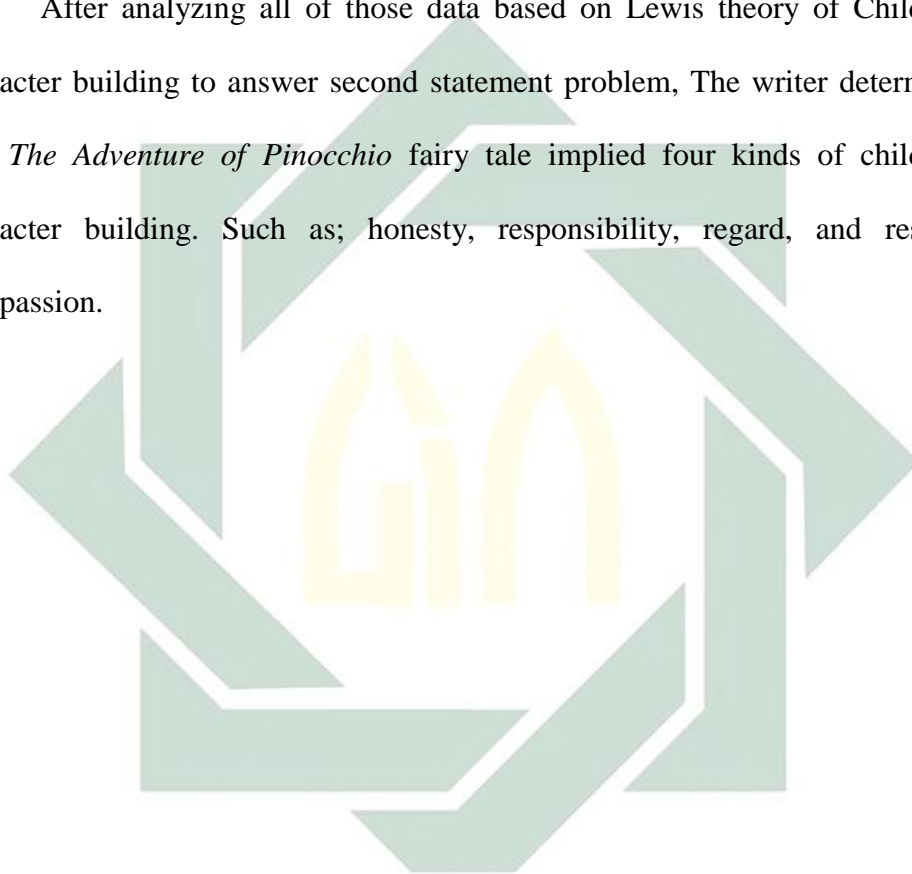
The certain narrative belonged to the phenomenon when Pinocchio took the big risk to save his father's life. It was the definition of love called, particularly love and affection among the son and father. In this way, recognizing his dad got a fever, Pinocchio dived rapidly to reach the land.

After that, he went to bed and fell asleep. As he slept, he dreamed of his Fairy, beautiful, smiling, and happy, who kissed him and said to him, "Bravo, Pinocchio! In reward for your kind heart, I forgive you for all your old mischief. Boys who love and take good care of their parents when they are old and sick, deserve praise even though they may not be held up as models of obedience and good behavior. Keep on doing so well, and you will be happy." (Chiesa, 1926, p. 204)

The conclusion of this fairy tale clearly explained about unification both moral values that have been mentioned before. They are love and affection then

sensitiveness and altruism, which those could be built Pinocchio's character to be compassion. In this term, The Fairy came to Pinocchio's dream. Thus, he made him be a real boy. Pinocchio deserved all of this as a prize cause he became the kind boy to his father and others.

After analyzing all of those data based on Lewis theory of Children's character building to answer second statement problem, The writer determined that *The Adventure of Pinocchio* fairy tale implied four kinds of children's character building. Such as; honesty, responsibility, regard, and respect, compassion.



CHAPTER IV

CONCLUSION

The Adventure of Pinocchio is Italian classic fairy tale written by Carlo Collodi which has been translated into English by Carol Della Chiesa. As children literary work, this novel ought to imply moral value. However, after conducting this study, the researcher revealed several moral values such as love and affection, sensitiveness and altruism, honesty, bravery, self-discipline and moderation, and respect.

Moreover, children's character building could be implied through *The Adventure of Pinocchio* novel are *Honesty* as moral values can build *Honesty* characters; *Self-Discipline and Moderation* and *Bravery* as moral values can build *Responsibility* characters; *Respect* as moral value can build *Regard and Respect* characters; *Love and Affection* and *Sensitiveness and Altruism* as moral value can build *Compassion* Character.

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