

**MORAL VALUES IN JERRY SPINELLI'S *STARGIRL*  
NOVEL**

**THESIS**



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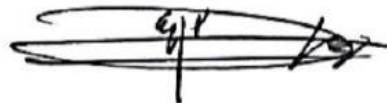
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## ABSTRACT

Abdullah, R. (2023). *Moral Values in Jerry Spinelli's Stargirl novel*. English Literature Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya. Advisors: (I) Dr. Abu Fanani, S.S., M.Pd., (II) Sufi Ikrima Saadah M.Hum.

This study attempts to analyze a teen-lit novel, *Stargirl*, which talks about a girl considered odd by her friends for naming herself *Stargirl*. This study focuses on revealing the categories of moral values that the main character depicts and describing how moral values are used as examples to build the positive attitudes of adolescents implied in this novel. There are three problems to be solved in this study, namely: (1) how are Susan Caraway and Leo Borlock characterized in Jerry Spinelli's *Stargirl* novel; (2) what moral values are found in the main character (Susan Caraway and Leo Borlock) in Jerry Spinelli's *Stargirl* novel; (3) how are the moral values in *Stargirl* build the adolescent positive attitude.

In conducting this research, the researcher used the theory of new criticism, moral values by Bertens, and teenagers' way of being more positive by Lewis to answer the research questions. This research uses a qualitative method to analyze the novel *Stargirl* by Jerry Spinelli as the primary data source. The researcher collects the data through quotes in the novel that explain the main character's characterization, the kind of moral values, and moral values as an example to build positive adolescent attitudes.

As a result, the researcher found that the characterizations of Susan Caraway are kind, non-conformist, and unpredictable. While the characterizations of Leo Borlock are observant, and he does not enjoy the spotlight. Then, the researcher revealed several moral values such as bravery, cooperative, positive thoughts, honesty, humility, responsibility, respect for others, self-control, tenacity, and thankfulness. Moreover, adolescent's positive attitude building implied through moral values in *Stargirl* novel is having positive thoughts in moral values as an example for adolescents being more optimistic, self-control in moral values as an example for adolescents to accepting things as they are, tenacity in moral value as an example for the adolescent being more enthusiastic, humility in moral values as an example for the adolescent being more humble, and thankfulness in moral value as an example for the adolescent being more grateful.

**Keywords:** moral value, positive attitude, novel

## ABSTRAK

Abdullah, R. (2023). *Nilai Moral dalam novel Stargirl karya Jerry Spinelli*. Program Studi Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya. Pembimbing: (I) Dr. Abu Fanani, S.S., M.Pd., (II) Sufi Ikrima Saadah M.Hum.

Penelitian ini mencoba menganalisis sebuah novel remaja berjudul *Stargirl*, yang bercerita tentang seorang gadis yang dianggap aneh oleh teman-temannya karena menamai dirinya *Stargirl*. Penelitian ini berfokus untuk mengungkap kategori nilai moral yang digambarkan oleh tokoh utama dan mendeskripsikan bagaimana nilai moral dijadikan contoh untuk membangun sikap positif remaja yang tersirat dalam novel ini. Ada tiga masalah yang akan dipecahkan dalam penelitian ini, yaitu: (1) bagaimana karakter Susan Caraway dan Leo Borlock dalam novel *Stargirl* karya Jerry Spinelli; (2) nilai-nilai moral apa yang terdapat pada tokoh utama (Susan Caraway dan Leo Borlock) dalam novel *Stargirl* karya Jerry Spinelli; (3) bagaimana nilai-nilai moral dalam *Stargirl* membangun sikap positif remaja.

Dalam melakukan penelitian ini, peneliti menggunakan teori kritik baru, nilai moral Bertens, dan cara remaja menjadi lebih positif oleh Lewis untuk menjawab pertanyaan penelitian. Penelitian ini menggunakan metode kualitatif dengan menganalisis novel *Stargirl* karya Jerry Spinelli sebagai sumber data primer. Peneliti mengumpulkan data melalui kutipan dalam novel yang digunakan untuk menjelaskan penokohan tokoh utama, jenis nilai moral, dan nilai moral sebagai contoh untuk membangun sikap positif remaja.

Hasilnya, peneliti menemukan karakterisasi dari Susan Caraway adalah baik hati, nonformis, dan tidak dapat diprediksi. Sedangkan karakterisasi Leo Borlock adalah jeli dan tidak menikmati sorotan. Lalu, peneliti mengungkapkan beberapa nilai moral seperti keberanian, kerja sama, pikiran positif, kejujuran, kerendahan hati, tanggung jawab, menghargai orang lain, pengendalian diri, kegigihan, dan rasa syukur. Selain itu pembinaan sikap positif remaja yang tersirat melalui nilai moral dalam novel *Stargirl* adalah memiliki pemikiran positif dalam nilai moral sebagai contoh bagi remaja untuk bersikap optimis dalam menerapkan sikap positif, pengendalian diri dalam nilai moral sebagai contoh bagi remaja untuk menerima segala sesuatu apa adanya. yaitu dalam menerapkan sikap positif, keuletan dalam nilai moral sebagai teladan bagi remaja untuk bersemangat dalam menerapkan sikap positif, kerendahan hati dalam nilai moral sebagai teladan bagi remaja untuk rendah hati dalam menerapkan sikap positif, dan rasa syukur dalam nilai moral sebagai contoh bagi remaja untuk bersyukur dalam menerapkan sikap positif.

**Kata Kunci:** nilai moral, sikap positif, novel

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Morality is a system of principles and values about people's behavior generally accepted by a society or a particular group of people. Moral humans have values that influence their actions and behavior in the community. Moral values in life are fundamental in developing human social and spiritual attitudes. Moral values can be interpreted as good or bad human actions based on the norms that apply in a society (Bertens, 2007). Moral values are intended so that humans have a better character. Therefore, moral values are essential for developing human ethics and can play a role in building better character.

Moral values are values that are needed in education. This is important in education because it aligns with students' needs to achieve a competitive world and the need to care for one another. The main goal of education should be to enable students to acquire knowledge and moral values. Therefore, the role of an educator is not only to make students gain or understand knowledge but also to build students' moral values.

Sari (2013), in her study, found that moral values impacted the students' achievement and behavior. By teaching moral values, students can learn what they want in the future and distinguish between good and evil. Not only for the student, if someone has good morals, character, and principles, their future will be brighter.

Teachers can use literature as a medium to deliver moral values in learning moral values to broaden students' acknowledgment. Luken (2003, cited in Seruni,

2021) points out that literature gives people pleasure and understanding as it explores the nature of human beings and the circumstances of humankind.

Herman & Eagleton (1998) state that literature will train habits of thought, and pluralistic feelings, persuading readers to admit that there is more than one point of view than theirs. They also added that literature works primarily through emotion and experience. Therefore, someone's experience of life that is poured into literary works can be used as a lesson to know someone's experience without having to experience it.

Values in literary works can contain many possibilities. They can be social, political, legal, economic, religious, philosophical, etc. The meaning of values in a literary work can be used as a reference for behavior in everyday life contained in literary works. A literary work must have a value that can benefit its readers. Some people can clearly understand its values, but some need help understanding them in literature. From this, it can be concluded that literature exists to entertain people and convey and deliver moral values.

According to Wellek and Warren (1990), literature's function is to entertain and educate. It is considered helpful because the experiences are revealed in the form of stories and it told entertainingly. Literature refers to telling stories, expressing emotions, ideas, and situations, and sometimes analyzing. When literary works reveal human life, they may contain essential ideas about life that everyone can learn. In addition, it also has meaning, although in a different form. The meaning contained in a literary work can be obtained if the reader reads it carefully.

Literature is a medium for the author to communicate with the readers. Literary works become a bridge that connects the author's thoughts to the reader. The relationship between the author and the reader in literary works occupies different roles. Besides playing a role in transferring information from the author to the reader, literary works also act as a text created by the author and as a text that the reader perceives.

Literary works can be said as a tool of communication. Literary works contain meanings, values, and even opinions expressed by the author, and have a specific mission of the author. This mission becomes a soul in a literary work that makes a literary work feel alive after reading and enjoying the story. These values will enlighten readers and give a new understanding of the conflicts in literary works. Readers will determine attitudes according to their understanding of the literary works they read after they understand the values contained in literary works.

As an educator, teachers can use many kinds of literature to deliver moral values to their students. The novel is one of them. A novel is a literary work that presents various life problems through a narrative or storyline. In addition, a novel also has intrinsic and extrinsic supporting elements that have been neatly arranged. In a novel, besides containing a storyline in the form of a narrative, various values can be learned in everyday life. The novel also contains various problems and conflicts in it. This makes the novel a literary work that attracts much attention from readers or connoisseurs.

People can get knowledge, new insight, and a lesson by reading novels or literature. Maharsi (2016) stated that many literary works have high moral values

and lessons learned in different places and times. Maharsi also added that there is always a belief that every literary work will give a specific meaning to certain people. A novel is considered a literary work that conveys a message in a story. Every novel must contain a different point or value from the others and be delivered to its readers. A novel usually contains moral values not conveyed directly by the author and carries social concepts. It can be seen by the character's attitude and behavior.

The novel can also be used as a medium of education because the novel contains all of the significant figures with diverse events that come with an exciting plot. This is a brilliant medium to convey the mission of education, culture, religion, and life values, such as morals, appreciation of honesty, courage to face the trials of life, solidarity in friendship, or thoughts that a reasonable person should own. In a novel, we might find a completely hidden message so that not many people can feel it, but perhaps there is a rather direct or clear message that everyone can easily understand (Nurgiyantoro, 2005).

A moral message is usually explained or described directly by the author. The author patronizes the reader. In this way, the reader can easily understand the author's message. Readers do not need to be challenged to interpret the author's intent. In conveying moral values in literature, the author usually delivers them through the character's actions.

Concerning the necessary part of moral value in education, the researcher is interested in analyzing and describing the moral values in a *Stargirl* novel by Jerry Spinelli. *Stargirl* is a teen literature novel with some issues about individuality and conformity in the school social environment published in 2001.

The book is a New York Times bestseller, won the Parent Choice Gold Award, and the ALA Top Ten Best Books for Young Adults Award. Then in 2020, this novel was adapted into a film, which was also titled *Stargirl*.

*Stargirl* talks about a teenager named Susan that calls herself Stargirl. She is a new student at Mica High who attracts much attention from other students because of her unusual name. In addition to her unique name, she also has peculiar habits. Because she looked different and weird, other students started talking about her, and some thought Stargirl was abnormal. The Stargirl character describes unconformity with the people around her. Stargirl thinks that not everything needs to conform, and everyone has their own opinion. Because sometimes, if we do too much, we can lose our identity. This novel conveys a lot of moral values that readers can emulate. Furthermore, the researcher uses this novel to mainly focus on the moral values in the *Stargirl* storyline for this study.

The researcher found three types of research on *Stargirl* novels that three researchers have conducted. The first was conducted by Shidqi (2019), "The Analysis of Stargirl Caraway Character in Jerry Spinelli's *Stargirl* Towards Post-Modern Criticism." He used post-modern literary criticism theory to analyze Stargirl Caraway's character. Shidqi found out that the author of *Stargirl* portrayed the Stargirl character's behavior based on postmodern life, such as individuality and got experienced hyper-reality such as she has wacky behavior and wacky outfit did mention above so that no one at Mica High School to befriend, looked, smiled and spoke to her.

The second research was conducted by Salsabila (2022), "Hierarchy Of Human Needs Through The Main Characters In Jerry Spinelli's Novel *Stargirl*."

Salsabila analyzes the hierarchy of human needs through the main characters in Jerry Spinelli's novel "*Stargirl*" using intrinsic and extrinsic approaches. The intrinsic method used is characterization, plot, and setting. In contrast, the extrinsic approach is the psychology of literature focused on Abraham Maslow's hierarchy of human needs theory.

The following research analyzes the identity development of the main character of the novel *Stargirl*. Dalimunthe, in 2023, conducted research entitled "Identity Development in Jerry Spinelli's *Stargirl*." Dalimunthe tries to analyze the way Susan Caraway achieves the self-actualization of her identity. The theoretical framework used is psychosocial development by Erik Erikson and identity status by James Marcia.

However, none of the previous studies has ever examined the moral values the author wants to convey to the readers through the main character in Jerry Spinelli's *Stargirl* novel. To fill the gap, the researcher in this study investigates the main character's characterization and tries to know the kinds of moral values through the main character shown in the novel storyline because this novel provides many examples of good moral values that readers can emulate. Therefore, the researcher analyzes the moral values in Jerry Spinelli's *Stargirl* novel and describes the moral values present in the novel as a good example of building adolescents' positive attitudes.

## **1.2 Problems of the Study**

Based on the explanation above, this research tries to answer the following questions:

1. How is Susan Caraway and Leo Borlock characterized in Jerry Spinelli's *Stargirl* novel?
2. What moral values are found in the main character (Susan Caraway and Leo Borlock) in Jerry Spinelli's *Stargirl* novel?
3. How are the moral values in *Stargirl* build an adolescent positive attitude?

### **1.3 Objectives of the Study**

In line with the problems above, this study aims to:

1. To reveal the characterization of Susan Caraway and Leo Borlock in Jerry Spinelli's *Stargirl* novel.
2. To reveal out moral values that are depicted in the main character of Jerry Spinelli's *Stargirl* novel.
3. To describe how the moral value of *Stargirl* is present as an adolescent's positive attitude building.

### **1.4 Significances of the Study**

The researcher expects that this research can be helpful both theoretically and practically. Theoretically, the researcher hopes this current research can be a reference for English Department students who would like to conduct research using the same theory that is new criticism and moral value in literature. It may provide more information about using new criticism theory in character and characterization, and also Bertens' theory of moral value in analyzing literary work.

Practically, the researcher aims this research can fill the gaps in the research area of moral values in literature and help the readers get a better understanding and get some information about the kinds of moral values in *Stargirl* novel written



by Jerry Spinelli that are depicted in the storyline. The moral values that are being described can be helpful for the readers to learn from the novel and apply it in daily life. Furthermore, teachers can use novels as a reference of educational media to give an example of what students should do since it concerns adolescent positive attitudes.

### **1.5 Scope and Delimitation**

Scope and limitations in a research study are made to make the discussion of the study explicit and systematic. To prevent the non-relevant problems, the scope then focuses on the *Stargirl* novel by Jerry Spinelli. In this case, the limitation of this study focuses on the characterization of the main characters, the kinds of moral values that the author of *Stargirl* novel tries to convey to the readers through the main character of the story, and the moral values in the novel as an example to build adolescent's positive attitude.

### **1.6 Definition of Key Terms**

To avoid misunderstandings among readers, the researcher would like to provide some terminology and information, which will be explained as follows:

***Moral Value*** is an assessment of human behavior in which the judgment is based or adapted to specific rules, whether appropriate or not (Rosestand, 2006).

***New Criticism*** is a literary analysis approach that uses formulation to interpret the text itself without literature research, the study of the author's background, and does not require any other extratextual information (Bresslee, 2011).

***Positive Attitude*** is a state of mind that focuses on the good and potential in things, situations, and people (Kabir, 2013).

*Novel* is a literary work created by the author from a mixture of imagination and images of life around the author, producing a world that contains the characters' lives (Hartini, 2020).



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## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This section discusses the theory implemented in this study. Theory serves as a tool and connective tissue in assessing the novel and answering research questions. Next, the researcher presented studies conducted by previous researchers on themes related to the current research.

#### **2.1 New Criticism**

New Criticism is an approach to literature that emerged in the United States in the 20th century and evolved from formalist criticism. It was primarily practiced in the 1940s and 1950s and influenced how literature was studied and taught in the United States. The reading technique is the chief part of this theory because it deals with intrinsic and extrinsic components of literary work.

New criticism is a theory used to study the text's intrinsic elements (the text itself) to find the meaning without paying attention to the author's background. This is why new criticism introduces as close reading, which focuses only on a literary text (Tyson, 2006, p. 135). Klarer (2004, p. 85) defined that new criticism rejects evaluative criticism, source studies, investigations of sociohistorical backgrounds, and the history of motives; it also counters author-centered biographical or psychological approaches as well as reception history. Its primary concern is to free literary criticism from extrinsic factors, thereby shifting the focus of attention to the literary text itself.

Understanding the meaning of the text can be done by examining the formal element of the text, such as images, symbols, metaphors, rhyme, point of view, setting, characterization, plot, and so forth (Tyson, 2006, p. 136). Therefore, the

researcher will use this theory to analyze the character and characterization of the novel's main character, which has been selected before.

### **2.1.1 Character**

According to Abrams (2009, p. 32-33), characters are the persons represented in a dramatic or narrative work, which is interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and their instinctive ways of saying it—the dialogue—and from what they do—the action. Abrams also added that their motivation is the basis of the character's temperament, will, and moral nature for their speech and actions.

Character is included as one of the essential things in literary work. Characters are the life of literature (Bennett & Royle, 2016, p. 60). They are objects of readers' curiosity and fascination, affection and dislike admiration and condemnation. Indeed, our connection with literary characters is so strong that they often cease to be 'objects.' Through the power of identification, sympathy, and antipathy, characters can become part of how readers understand themselves and part of themselves.

According to Nurgiyantoro (2005, p. 164), the character in a literary work occupies a strategic position as a carrier and conveyer of messages, morals, or something deliberately delivered to the reader. Aminuddin (2014, p. 79) stated that the way an author describes a character is various. The character can be represented through dialogue, actions, thoughts, and another character's response.

Sayuti (2000, p. 74) defined two types of characters, the main character and the supporting character. The main character is the one who takes an essential part

in the story. It plays a vital role in every event told in the storyline. In contrast, the supporting character is the characters who support or help the main character. They do not appear in the story as much as the main character. In this study, researchers only examined the main character and its characteristics to determine what moral values are depicted through the main characters.

### **2.1.2 Characterization**

Character and characterization are two different things, but they are related to each other and cannot be separated. Characters are the product of characterization that is made in a particular way. According to Jones (1968, p. 84), characterization depicts clear images of a person. It is the author's method to convey a person's characteristics in the text. The author's understanding of a character in a work is demonstrated by characterization. Tutu (2019, p. 41) stated that all experiences told in the story are followed based on behavior and experience and what the actor or the character goes through from the beginning to the end of the story, called characterization.

Jones (1968, p. 85) defined two methods of characterization, the dramatic and the analytic. The dramatic method is a way to show the characterization from what the characters do and say about their environment and from what other characters think of them. While, In the analytic, it is the way to show the character's characterization from the characters' motives, appearances, and thoughts.

Good characterization makes readers feel the strong personality of the characters. Then, characters are people who fill a literary work, and the author uses characterizations to show these characters to audiences.

## 2.2 Moral Value

### 2.1.3 The Definition of Moral Values

Moral is a word that comes from the Latin "mos" (Moris) which means customs, habits, values, and life roles (Bertens, 2007, p. 4). He stated that one perspective on the development of morality is that it presupposes the construction of judgments about justice, equity, and cooperation. Moral is primarily concerned with understanding good and evil. Good is regarded as moral, while impaired is considered immoral or amoral.

Moral refers to human behavior where morality is practical (Churchill, 1982, p. 297). It has a close relationship with principles, behavior, ethics, manners, and mentality that can form a character in a person so that they can judge what is good and evil. Moral bases humans on the awareness that they are bound by the necessity to achieve good by following the values and norms in their environment or society.

According to Carol K. Sigelman (1995, p. 330), the term moral implies distinguishing right from wrong, acting on this distinction, and experiencing pride when one does the right thing and guilt or shame when one does not. Sigelman also stated that there are three essential components of morality. They are:

1. An affective or emotional component

An affective or emotional component contains the feelings of guilt and concern for other feelings that surround right or wrong actions and motivate thoughts and actions.

2. A cognitive component

A cognitive component focuses on how we conceptualize right and wrong and decide how to behave.

### 3. A behavioral component

A behavioral component reflects how we actually behave when for example, we do or have something that we know is bad or wrong or help a needy person.

Moral is a part of life that cannot be separated from all aspects of life (Kang & Glassman, 2010, p. 3). People grow up in certain moral traditions, and they could live in peace together in the world if they could control their morality. Moral values are related to the people's judgment of the other. Moral has an implicit value because many people have moral or immoral attitudes from a narrow perspective. Bagus Waluyo (2007, cited in Ummah et al., 2020, p. 51) states that moral values are standards or principles in judging conduct or behavior. Bagus added that values are different in every society since the group's culture or society influences moral values. It has a different perspective because every group or society has different moral standards according to the prevailing value system and has been built for a long time.

In summary, moral value can be explained as an essential standard of the act done by a person or society that can be judged as a good or bad attitude and bring consequences for each action. Moral values can vary from one individual to another and differ from one group or society to another. These moral values help a person understand how to live a good and responsible life according to the norms that apply in the community. However, today many people underestimate moral education. Things like that should not happen because moral education must be applied. Therefore, instilling good morals since childhood is highly

recommended. The moral attitude itself can be taught starting from the family, school, or residence.

#### **2.1.4 Types of Moral Value**

Although moral values usually support other values, moral values appear as new values. Moral values have their own characteristics that distinguish them from other values. Referring to Bertens (2007, p. 113), there are four characteristics of moral value:

1. Relating to the person's responsibility

Moral values are related to the human person who is responsible. Moral values result that someone is guilty or not guilty because he is responsible. A moral value can only be realized in actions that are fully the responsibility of the person concerned. Therefore, humans are the source of their own moral values, which means that moral values originate from human initiative itself.

2. Relating to conscience

Realizing moral values is an appeal from conscience. These values produce a "voice" from within a person. It will accuse us if we oppose moral values and praise if we embody moral values into reality.

3. Making obligation

Moral values oblige us absolutely and inexorably. This obligation attached to moral values stems from the fact that these values concern the human person as a whole. Therefore, moral obligations do not come or be determined from the outside but are rooted in our own humanity. This is because people cannot be released from obligations related to their own humanity. So that if you fail to carry



out moral values, it will demean humans as humans and become a total failure as humans, not just according to one aspect.

#### 4. Having formal quality

Moral values do not form a particular area separate from other values. We realize moral values by including other values. It does not have its own content and is separate from other values. Therefore, it is said that moral values are formal. Max Scheler also added that moral values piggyback on other values.

Following the characteristics of the fourth moral value, it has a formal quality. This means that moral values piggyback on other values. Several kinds of moral values are commonly considered good morals in some groups of people, including:

##### 1. Bravery

Bravery is willing to do difficult things. According to Findley (1995, p. 10), bravery is the ability to do the right thing despite its risks. This emotional strength involves the desire to achieve a goal, even though there are internal and external obstacles to achieving that goal.

##### 2. Cooperativeness

Cooperative interaction is the coordination of behavior among individuals to achieve mutual goals (Johnson, 1975, p. 241). Generally, cooperative shows an attitude of cooperation, not opposing an individual attitude or a certain group.

##### 3. Have positive thought

Yucel (2014, p.102) explains that positive thinking is first meant to be held towards God and the Universe, including all its contents, events, and human beings. Positive thinking will produce positive habits or attitudes and good things.

Conversely, if you think negatively, it will also spread a negative atmosphere. Positive thinking is related to God because if you think positively, it means you believe in the destiny that God has determined, and humans are only tasked with carrying it out. Therefore, everyone must always think positively for a better and happier life.

#### 4. Honesty

Honesty is the quality of being honest. It always tells the truth and does not hide the rightness (Hornby, 2010, p. 721). It is a positive attitude by acting and saying according to facts, stating the truth, and not lying or saying things that violate what happened.

#### 5. Humility

Humility involves such components as having an accurate view of the self, having wisdom, recognizing the abilities of others, not being self-focused, and not being arrogant (Hailing et al., 1994, cited in Nyhof et al., 2021, p. 80). People with a humble attitude do not hesitate to prioritize others.

#### 6. Responsibility

Referring to Oxford Dictionary, responsibility is the state or fact of having a duty to deal with something or having control over someone. It is someone's job or duty to deal with it.

#### 7. Respect for others

Respecting means accepting others as they are and not trying to show disrespect to them. To respect others, you need to accept someone for who they are, even when they differ from you or you disagree with them. We respect some people for their upright character and others for their exceptional achievements

(Buss, 1999, p. 517). Respect in your relationship builds feelings of trust, security, and well-being

#### 8. Self-control

American Psychological Association in APA Dictionary of Psychology defines self-control as an individual's ability to control emotions and impulses from within him. Self-control is the ability to choose long-term results, while the choice of short-term results is called impulsivity. Individuals with low self-control are likelier to commit criminal behavior or harm others.

#### 9. Tenacity

Tenacity is a determination to maintain what a person is doing. Moreover, Duckworth et al. (2007, p. 1090) stated that tenacity is a character that is shown through behavior to maintain perseverance and enthusiasm in achieving the expected long-term goals. People with this attitude are usually very persistent and stubborn and never give up on doing something.

#### 10. Thankfulness

Thankfulness or gratitude is an expression of appreciation or feeling grateful (as well as other positive responses) for what we have received (Cunha et al., 2019, p. 2).

### **2.1.5 Moral Value in Novel**

Some people think that a novel is just a medium to entertain people. Novels also provide benefits to their readers. It offers various forms of stories that are valuable and can also benefit the readers. The purpose of the benefits here is moral values that readers can get and apply in life. As Nurgiyantoro (2005, p. 322) states, moral value in literature is a meaning contained in the storyline the

author wants to convey to the reader. The value conveyed by the author in literature is a framework for educating humans in all aspects or issues of life and living so that humans can regulate their behavior to become good human beings.

The novel can inspire readers to think deeply about right and wrong, good and evil, and the complexities of human behavior. One way that novels can convey moral value is through the actions and choices of their characters (Radike & Lapasau, 2020, p. 154). The characters' decisions and consequences can serve as an example of correct and wrong behavior. Characters who embody courage, honesty, and kindness can be role models for readers. In contrast, characters who exhibit negative traits such as greed, selfishness, or cruelty can serve as cautionary tales.

Moral values in a novel suggest that literature can be a powerful tool for shaping our moral beliefs and values and helping us better understand our ethical perspective. The novel inspires readers to reflect on their values and beliefs by providing examples of both positive and negative moral traits. It encourages them to strive for goodness and compassion in their own lives.

### **2.3 Building Positive Attitude**

According to Wenden (1991, cited in Syukur, 2016, p. 123), attitude contains three components: cognitive, affective, and behavioral. The cognitive component consists of beliefs and ideas or opinions about the attitude object. Affective refers to the feelings and emotions one has towards an object, 'like' or 'dislike,' 'with' or 'against.' Then lastly, the behavioral component refers to the action or intention of a person's behavior toward the object. In addition, the American Psychological Association in the APA Dictionary of Psychology defined

attitude as a relatively enduring and general evaluation of an object, person, group, problem, or concept on a dimension ranging from negative to positive. It provides a summary evaluation of the target object and is often assumed to be derived from certain past beliefs, emotions, and behaviors associated with that object.

Adolescence is the final stage where a person will lead to maturity—the age when a person has big dreams and curiosity. However, teenagers are also the most vulnerable group to fall into bad things that are likely to harm themselves. Therefore, it is essential to form positive attitudes starting from adolescence.

A positive attitude is a tendency to generally be in an optimistic and hopeful state of mind (Kabir, 2013, p. 55). However, attitudes can change as a function of experience. So, if someone has a negative attitude, then that negative attitude can be changed. There are many things we can do to help maintain a positive attitude. However, a way of thinking, whether positive or negative, is a habit. Habits can be changed. However, it takes practice.

Lewis (2005, p. 10) stated that someone with a positive attitude can choose how to react to each situation. Everyone can not choose everything that happens to them, but they can choose what they think, feel, and do. This gives them enormous personal power to control their self from the inside out, to direct their own future. Barbara A. Lewis, in her book, also suggested twelve ways to be more positive for adolescents. They are;

1. You can choose to be optimistic

An optimist will see all things as positive. He will be more confident, sure, and maybe happier than a pessimist who only focuses on negative things.

2. You can choose to accept things as they are

Someone who accepts everything as it is does not mean someone is withering and giving up. It means he does not whine and gets angry when things do not go according to plan. The person who chooses to accept things as they are is moving forward and not burdening themselves with regrets.

3. You can choose to be resilient

When a person becomes tough, he can survive almost anything that hurts, frustrates, or disappoints him. Developing this positive attitude does not mean that we ignore problems. However, we accept disappointing facts and do not let them drag us down. If we fail in doing something, we can make that failure a lesson to develop for the better.

4. You can choose to be cheerful

Being cheerful and choosing to spend time with happy people will give you positive energy. If you want to be a cheerful person, you can start by refusing to say gloomy and ugly things.

5. You can choose to be enthusiastic

Being enthusiastic about all that is good will also provide positive energy. Approach all burdensome tasks with enthusiasm then it will become lighter.

6. You can choose to be more alert

Being alert is also necessary to develop yourself into a more positive person. If you are more aware of potential problems, then you can be better prepared to avoid them. For example, when you are going to attend a seminar, you record the time and place of the seminar to avoid arriving late and in the wrong place.

7. You can choose to have a sense of humor

Doing something silly can have a positive impact on us. Sometimes we are entertained by silly things and laugh. That means we provide entertainment for ourselves.

8. You can choose to be a good sport

The point of being a good sport is to lose gracefully and with a smile, shake hands with winners when they do not win a game or competition, and not blame other people or circumstances for the loss of steam.

9. You can choose to be humble

Being humble is important to cultivate in our personal lives because it reflects understanding and accepting our strengths and limitations. In essence, humility is the ability to put aside ego or self-importance. Humble people value and acknowledge that everyone has talents and perspectives.

10. You can choose to be grateful

We may have much to be thankful for. Gratitude makes you smile. It makes us feel good about our life. Other people will also feel happy to be around us.

11. You can choose to have faith

This means trusting God. Having faith means believing in God. Faith can bring a person always to be more obedient to all the commandments of his God.

12. You can choose to have hope

Without hope, without expecting anything, planning nothing, and not setting goals, life has no meaning. Hopeful people have ambitions as well as goals in life. Someone with positive expectations will try to make his hopes come true by doing positive things in the stages of achieving his hopes.

## CHAPTER III RESEARCH METHOD

This chapter discusses several points about the method used, including research design, data resource, data collection technique, and data analysis technique.

### 3.1 Research Design

To conduct this study, the researcher applied a descriptive-qualitative research method. According to Creswell (2014), the qualitative method is the process of understanding social or human problems based on constructing complex images formed with words, reporting the detailed views of informants, and carrying them out in natural settings. Meanwhile, Bogdan & Bilken stated (1992) that qualitative research is a type of research in which the researcher relies heavily on information from objects, describes and analyzes words, and conducts research subjectively. Bogdan & Bilken also added that qualitative research is descriptive. From this, it can be concluded that qualitative research focuses on the subject phenomena, and data will be collected and presented in words.

To provide a detailed explanation or describe the characterization and the moral values in the novel *Stargirl* by Jerry Spinelli, researchers used a descriptive research design in this study. This method is used to explain the finding of the research problems in sentences. Referring to Moleong (2010), the descriptive qualitative method is a study that describes the results in the form of words and sentences and explains to understand the phenomenon of the research subject, behavior, perception, motivation, action, and so on, holistically.



A descriptive qualitative research design suits the aim of the research problem of this study to describe the characterization of the main character and the moral values reflected in them in the *Stargirl* novel. Therefore, the researcher analyzes the data and explain the finding in sentences.

### **3.2 Data Source**

The source of data is a significant thing in research. The researcher used two data sources in this study, primary and secondary sources. The primary source is a novel entitled *Stargirl*, written by Jerry Spinelli. The data used are all conversations, phrases, sentences, words, and expressions related to or showing the main character's characterization and the storyline's moral value. Meanwhile, to complete the primary source, for the secondary source, the researcher used related books, journals, articles, and a thesis related to the study, such as moral values in literature and some previous studies that related to this study.

### **3.3 Data Collection Technique**

A data collection technique is a way of getting data through one or more techniques. In collecting the data for this study, the researcher used several steps, which are as follows:

1. The researcher read the *Stargirl* novel thoroughly to get a deep understanding and find the issues of the story.
2. The researcher highlighted the parts or quotations of the story in the novel of all relevant words, phrases, sentences, and paragraphs from the *Stargirl* novel that contains a characterization of the main character and moral values.
3. After highlighting, the researcher collected the highlighted data.

4. In the last step, the researcher makes a table based on the specifications of the data according to the theory used to answer the research problem.

### **3.4 Data Analysis Technique**

Data analysis is a process of managing data by analyzing data that has been collected, which will be interpreted or discussed later. The researcher analyzed the data using theory of new criticism, moral values by Bertens, and teenagers' way of being more positive by Lewis. The subject of this study is all of the conversations, phrases, sentences, words, and expressions in *Stargirl* novel. The object is the main character's characterization and the various kinds of moral values that the author tries to convey to the readers. The data was analyzed by following the steps below.

1. The researcher analyzed the quotations or the data that have been classified from Jerry Spinelli's novel.
2. The researcher described all the main character characterization, the kinds of moral values, and the moral values of the story presented as an example to build adolescents' positive attitudes based on the theory applied in this study.
3. The researcher concluded the findings based on the previously analyzed data.

## CHAPTER IV ANALYSIS

This chapter discusses the moral values depicted in the main character (Susan Caraway and Leo Borlock) in Jerry Spinelli's *Stargirl*. The researcher analyzed the moral value through the theory proposed by K. Bertens. The discussion in this chapter is divided into three parts. First, the researcher explores the characterization of the main characters. Second, the researcher analyses the moral value depicted in the main characters. Last, the researcher analyses the moral values as an example to build adolescents' positive attitude.

### 4.1 The Main Character Characterization

#### 4.1.1 Susan Caraway's Characterization

##### a. Unpredictable

According to the Merriam-Webster dictionary, unpredictable cannot be known or declared in advance. While an unpredictable person is a person whose actions, behavior, or decisions are difficult to anticipate or predict. From several fragments of the novel presented below, it is revealed that Susan is an unpredictable person. Most MAHS students cannot predict what Susan will do or what she is thinking. The following quotations will strengthen the statement that Susan Caraway is unpredictable.

She stopped two tables away. She was smiling at a pudding-bodied senior named Alan Ferko. The lunchroom was dead silent. She started strumming the uke. And singing. It was "Happy Birthday." When she came to his name, she did not sing just his first name, but his full name: "Happy Birthday, dear Alan Fer-koooooh" (Spinelli, 2001, p. 15).

Susan suddenly sings a happy birthday song to Alan Ferko, one of the students at MAHS. The room fell silent, and all eyes were on Susan. This is the first time a student sings happy birthday to someone in the lunchroom. Especially with the fact that Susan and Alan Ferko do not really know each other. The previous students could not predict what Susan would do, and it turned out that she was the one singing and wishing strangers happy birthdays.

Another quotation also shows Susan's personality as an unpredictable person. What Susan did was completely unexpected.

Through her own tears, Anna could see that Stargirl was also crying. She wondered if Stargirl had been at the church as well. Even more, she wondered why Stargirl was there at all. Could she have been friends with her grandfather without Anna's knowing it? Anna's mother asked her who the unfamiliar girl was. Afterward, the mourners were invited to Anna's house for lunch. About thirty came. There was a buffet of cold cuts and salads and cookies. Stargirl was there, chatting with members of the family but not eating or drinking anything (Spinelli, 2001, p. 51).

The quotation above talks about Susan, who attends the funeral of one of the MAHS students named Anna. At first, it was announced that one of Susan's seniors at MAHS had just lost her grandfather. Susan, who intended to join the mourning, suddenly attends Anna's grandfather's funeral. Susan's treatment was unpredictable because Susan and Anna's grandpa did not know each other.

#### **b. Non-conformist**

Nonconformity means deviation from standards, specifications, or exceptions. The American Psychological Association (2022) explains that nonconformity is expressing an opinion, making judgments, or taking actions that are inconsistent with other people or the normative standards of groups or social situations. It means that a nonconformist person is a person that does not conform to his/her

society. Susan is described as a nonconformist person. She does not conform to her school society.

And then I saw her at lunch. She wore an off-white dress so long it covered her shoes. It had ruffles around the neck and cuffs and looked like it could have been her great-grandmother's wedding gown. Her hair was the color of sand. It fell to her shoulders. Something was strapped across her back, but it was not a book bag. At first I thought it was a miniature guitar. I found out later that it was a ukulele. She did not carry a lunch tray. She did carry a large canvas bag with a life-size sunflower painted on it. The lunchroom was dead silent as she walked by. She stopped at an empty table, laid down her bag, slung the instrument strap over her chair, and sat down. She pulled a sandwich from the bag and started to eat (Spinelli, 2001, p. 10).

The quote above shows the way Susan dresses. Susan has a way of dressing that is different from other students at school. He has his way. This proves that Susan is indeed a non-conformist. Susan did not mind even though she looked different from the other students. This way of dressing Susan was seen as strange by the MAHS students because she wore an old-fashioned dress, while the students were dressed the same. They use the latest fashion style. Susan did not want to change how she was dressed so that she would look like the other students.

Several times in those early weeks of September, she showed up in something outrageous. A 1920s flapper dress. An Indian buckskin. A kimono. One day she wore a denim miniskirt with green stockings, and crawling up one leg was a parade of enamel ladybug and butterfly pins. "Normal" for her were long, floor-brushing pioneer dresses and skirts. Every few days in the lunchroom she serenaded someone new with "Happy Birthday." I was glad my birthday was in the summer. In the hallways, she said hello to perfect strangers. The seniors couldn't believe it. They had never seen a tenth-grader so bold (Spinelli, 2001, p. 16).

Another quotation that shows Susan as a nonconformist is described above.

The quote above also shows the way Susan dresses. However, it also explains

how she behaves. Susan did not act like the other MAHS students, so the students thought she was weird. She greeted everyone at school, including people she did not know. She also sings happy birthday to every student who has a birthday every day, even though Susan does not know the person. Susan's behavior was different from the other student's attitude. This is the reason why Susan is considered a non-conformist person. She did not want to change to look like the other students. She still maintains her identity even though, in the end, all MAHS students not considered that she exists. All the student gives her the silent treatment.

**c. Kind person**

Kind person refers to people who are generous, helpful, and who think of other people's feelings. Susan is a kind girl. She always prioritized others and thought about their feeling even though she did not know them.

Of all the unusual features of Stargirl, this struck me as the most remarkable. Bad things did not stick to her. Correction: her bad things did not stick to her. Our bad things stuck very much to her. If we were hurt, if we were unhappy or otherwise victimized by life, she seemed to know about it, and to care, as soon as we did. However, bad things falling on her-unkind words, nasty stares, foot blisters-she seemed unaware of. I never saw her look in a mirror, never heard her complain. All of her feelings, all of her attentions flowed outward. She had no ego (Spinelli, 2001, p. 58).

From the quotation above that obtained from the narrator, it can be concluded that Susan is a person who cares about other people. She always treats people with kindness. Even though other people were not friendly to her, Susan was still a kind girl who loved everyone. She does not discriminate between people; all are considered equal and considered important to her. Susan is always at the forefront

when people around her are having difficulties. She always tries to help others and sometimes gives gifts to comfort those who are sad and struggling.

Stargirl had been outside the whole time, chatting with the bus driver. The other cheerleaders asked her why she left. She said she felt sorry for the Red Rock players. She felt her cheering was only making the massacre worse. Such games were no fun, she said. Your job isn't to have fun, they told her, your job is to cheer for Mica High no matter what. She just stared at them (Spinelli, 2001, p. 59).

Susan always tries to keep people's feelings in check. At that time, a friendly match between MAHS and Red Rock was held at MICA. Susan was there to support her school team. Even when she becomes a cheerleader and has to cheer to support her school, she feels bad for the opposing school's team. She felt the ongoing basketball game was unpleasant because a team had to lose and not get support. He chose to remain silent and not support anyone. Susan felt that everyone should be fair. If the school's team gets much support, the opposing team must also get that. He could not bear to see that the opposing team did not have as many supporters as the team from his school.

While Kovac's own cheerleaders sat gaping and stricken on their bench, Stargirl knelt on the hardwood floor. She held his head in her lap while the others attended his broken leg. Her hands moved over his face and forehead. She seemed to be saying things to him. When they carried him away on a stretcher, she followed (Spinelli, 2001, p. 76).

Another friendly match was also held at Casa Granda. Mica Area High School must face Kovac. Both teams brought their cheerleaders team. A Kovac's basketball team member fell, screaming and groaning in pain in the middle of the game. All of Kovac's other members ran quickly to help him. However, Susan was already there. Susan helps the player who falls, regardless of the player's origin. She did not care whether the player was the opposing team member—all she

wants to do help anyone who needs help. Susan did not like seeing people in pain. She helps everyone regardless of who that person is as much as possible.

#### 4.1.2 Leo Borlock's Characterization

##### a. Observant

According to the Cambridge Dictionary, observant is good or quick in noticing things. Naturally observant people usually pay attention to detail, listen more than speak, and are experienced in knowing what to look for. Leo Borlock is the narrator in *Stargirl* novel. Leo told everything that happened around him. He is an observant person.

I observed her as if she were a bird in an aviary. One day I turned a corner, and there she was, coming right at me, the long skirt softly rustling, looking straight at me, surrounding me with those eyes. I turned and trotted off the other way. Seating myself in my next class, I felt warm, and shaken. I wondered if my foolishness showed. Was I myself becoming goofy? The feeling I had when I saw her around the corner had been something like panic (Spinelli, 2001, p. 22).

Everyone encouraged Leo to invite Susan to the Hot Seat. However, Leo had yet to decide. He began to recognize Susan. He was wondering why everyone was giving silent treatment to her and did not want to be friends with her. Leo had been watching Susan a lot lately. He watched her behavior, the way she spoke, and also the way she dressed. Like the quote above, Leo, who is an observant person, observes the way Susan dresses. He gave detailed information about the clothes Susan was wearing.

Stargirl finished her lunch. As usual, she stuffed her wrappings into her paper bag, carried the bag to the paper-only can by the tray return window, and dropped it in. She returned to her seat. She picked up the ukulele. We stopped breathing. Hillari stared at her sandwich (Spinelli, 2001, p. 34).



From the quote above, it is known that Leo has often watched and observed Susan. Leo used the word as usual, which means he knew Susan would usually do that. Besides observing how Susan dresses, Leo also likes to observe Susan's habits. Leo even memorized Susan's habits because he watched Susan too often.

**b. Did not enjoy the spotlight**

Leo is a person who does not enjoy the spotlight. He hates when he is receiving much public attention because he is a shy boy.

Hot Seat was our in-school TV show. We had started it the year before. I was producer/director, Kevin was on-camera host. Each month he interviewed a student. So far, most of them had been honor student types, athletes, model citizens. Noteworthy in the usual ways, but not especially interesting (Spinelli, 2001, p. 11).

Leo and Kevin have a program for school television called Hot Seat. They founded and developed it together. Both of them have their respective duties and responsibilities at the Hot Seat Club. Leo is the director, and Kevin is the host of the event. Leo, who is shy and dislikes receiving public attention, prefers to work behind the scenes. Leo chooses to be the director because he would not be in the spotlight since the director does not appear on camera.

“You’re shy, aren’t you?” she said.

“What makes you think that?”

She laughed.

“Were you embarrassed when I pulled you along after school today? All those kids looking?”

“Nah.”

“Are you lying?”

“Yeah.”

She laughed. I seemed to be good at making her laugh. I glanced back (Spinelli, 2001, p. 88).

The quote above tells that Leo and Susan are together and discussing what happened at the school earlier. Susan asked Leo about the two being the center of students’ attention at school. Leo admits that he was embarrassed to be around

Susan at school. This is because Susan is one of the famous students because of her oddity at school. So, many students pay attention to her. Because they were together at school, Leo also got public attention. The students watched Leo and Susan. Leo hates that because he does not like the spotlight. He felt embarrassed if many people paid attention to him.

## **4.2 Moral Value Depicted in the Main Character**

### **4.2.1 Bravery**

According to Findley (1995), bravery is the ability to do the right thing despite its risks. This emotional strength involves the desire to achieve a goal, even though there are internal and external obstacles to achieving that goal. It is included as a positive attitude, not the negative one. So, bravery is an exemplary application of moral values. This attitude is applied by Susan Caraway, the main character in *Stargirl*, as described in the following quote.

The ten contestants sat onstage. Seven were boys. All of the contestants appeared to be grim and nervous, stiff as manikins, except for Susan, who was bending the ear of the boy sitting next to her. He nodded occasionally but kept his eyes and spine at attention and obviously wished that she would shut up. Susan's parents chuckled knowingly at her behavior while I tried to disguise a stab of jealousy (Spinelli, 2001, p. 160).

Susan shows bravery in the face of stressful situations. Susan was chosen to represent her school in the oratorical (speech) competition. There were thirty-eight participants in the first round, then ten passed, and Susan was one of them. On the day when the next round was held, the nine participants looked very nervous and scared. However, it is different with Susan. Susan seemed so relaxed and did not feel nervous even though she was on stage to take part in a speech contest. Susan's

brave nature and self-confidence made her win the competition because her composure allowed her to deliver her speech fluently.

Another example of bravery is also shown by Stargirl (Susan Caraway) when she was intimidated by the audience when he was a guest on the school's tv show called Hot Seat.

The mike looked like a black ice cream cone before Jennifer's face. Her voice wasn't pleasant. "What was wrong with the name your parents gave you?" Stargirl turned slowly to Jennifer. She smiled. "Nothing. It was a good name." "What was it?" "Susan." "So why did you drop it?" "Because I didn't feel like Susan anymore." "So, you just threw out Susan and named yourself Stargirl." "No." Still smiling. "No?" "Pocket Mouse." Twelve pairs of eyes boggled. "What?" "I named myself Pocket Mouse," Stargirl said breezily. "Then Mudpie. Then Hullygully. Then Stargirl" (Spinelli, 2001, p. 68).

Susan received several continuous and intimidating questions from the audience, which normally the audience could only ask once and naturally. Even though the audience behaved like that, Stargirl still answered their questions calmly and bravely. She was not afraid because what she was doing was not bad and did not harm anyone.

#### **4.2.2 Cooperative**

Cooperative interaction is the coordination of behavior among individuals to achieve mutual goals (Johnson, 1975). In this term, cooperative as the moral value found in some data as follow:

Kevin Quinlan and I usually agreed on everything. We had been best friends since arriving in Arizona the same week four years before. We both thought the prickly pear cactus looked like Ping-Pong paddles with whiskers, and that saguaros looked like dinosaur mittens. We both loved strawberry-banana smoothies. We both wanted to go into television. Kevin often said he wanted to be a sleazy talk show host, and he wasn't kidding. I wanted to be a sports announcer or news anchor. We conceived Hot Seat together and

convinced the faculty to let us do it. It was an instant hit. It quickly became the most popular thing in school (Spinelli, 2001, p. 20).

Based on the quote above, it is clearly explained that Leo and Kevin are best friends. They have been friends for four years and have a lot in common with each other. Leo and Kevin are cooperative in achieving their dreams. They both wanted to be on television. Kevin with his dream of becoming a talk show host, and Leo wants to become a news anchor. The cooperative relationship between Leo and Kevin is when they set up a school television show called Hot Seat. The two of them worked together to run the event so that it would be watched more and more by MAHS students. Leo and Kevin hope that many people will know Hot Seat and that they can achieve their desired dreams.

On the following Monday, we got a shock in the lunchroom. Bleached blond and beautiful Mallory Stillwell, captain of the cheerleaders, was sitting with Stargirl. She sat with her, ate with her, talked with her, walked out with her. By sixth period the whole school knew: Stargirl had been invited to become a cheerleader and had said yes (Spinelli, 2001, p. 31).

That quotation considers the moral value of cooperation, which could be seen from the event of the cheerleader captain of MAHS asking Susan to join her team. The cheerleading team needed Susan because Susan was gifted at dancing and cheering up. The team also felt that Susan's popularity at school would add to the students' appeal to join the cheerleading team. Susan, who accepts the offer, also has a goal, which is to have friends. Susan wanted to have lots of friends, so she accepted the offer. Besides that, Susan also likes being a member of the cheerleading team. This cooperative relationship between Susan and the cheerleading team is an example of a positive relationship that helps and benefits each other because neither is bad-mouthing.

### 4.2.3 Have positive thought

Positive thinking is a sincere attitude that aims to accept whatever destiny. Positive thinking will produce positive habits or attitudes and good things. Conversely, if you think negatively, it will also spread a negative atmosphere. Therefore, everyone must always think positively for a better and happier life.

She grabbed me with both hands and shook me. “It’s going to be okay! It’s going to end! I had a vision!” She told me about it. She had gone to her enchanted place after dinner the day before, and that’s where the vision had come to her. She had seen herself returning in triumph from the Arizona state oratorical contest (Spinelli, 2001, p. 149).

Susan, who previously became Stargirl lately, chose to become Susan Caraway because she wanted Leo to stay by her side. Apart from that, she also wants to be popular and have many friends. Because all this time, she was shunned by MAHS students and considered a weird girl. However, her efforts proved nothing. Still, no MAHS students wanted to sit with her at lunch. This makes Susan so sad that even Leo also feels sad for her.

Seeing Leo, who was also sad because her efforts were not working, Susan calmed herself and Leo. Stargirl tells Susan that everything will be fine and things will turn out positive. This indicates that Susan has positive thoughts for the future. These positive thoughts will produce good results because the atmosphere around you will be just as positive as it.

“But I know Dori,” she said, “and I’ll tell you one thing.” “What’s that?” “She’ll be in the front of the mob cheering for me when we get back tomorrow.” “But I know Dori,” she said, “and I’ll tell you one thing.” “What’s that?” “She’ll be in the front of the mob cheering for me when we get back tomorrow.” I later found out that after we left the school, the principal had spoken again on the PA. He announced our expected time of return on Saturday and suggested that everyone be on hand to meet us, win or lose (Spinelli, 2001, p. 151).

Dori Dilson has a different opinion from Susan about how Susan as Stargirl turned into Susan. This caused them not to speak for several days. Dori was not even there when Susan invited her to take her to the speech contest. However, Susan always thinks positively that later, Dori will congratulate her when she returns to school from the speech contest. Susan thinks positively and believes that her best friend will forgive her. Dori will always support her. Moreover, sure, positive thinking will produce good things. Dori Dilson greets Susan at the school gates. She was so proud of what Susan had accomplished.

#### 4.2.4 Honesty

Honesty is a positive attitude by acting and saying according to facts, stating the truth, and not lying or saying things that violate what happened. This positive attitude is shown by Leo when he talks with Susan, as stated in the following quote.

I strummed the uke. I squared my shoulders. Giving a rat a ride improves the posture. “You’re shy, aren’t you?” she said. “What makes you think that?” She laughed. “Were you embarrassed when I pulled you along after school today? All those kids looking?” “Nah.” “Are you lying?” “Yeah.” (Spinelli, 2001, p. 93).

At first, Leo wants to lie to Susan about his feelings when Stargirl pulls him to school so that Stargirl will not get hurt. Nevertheless, finally, Leo said honestly that he was embarrassed. He did this so that Susan would not repeat that and other kids would not talk about them. Even though his honesty could hurt her, Leo still tried to be honest.

Another example of honesty is depicted by Susan Caraway when she was guested in the TV school program called Hot Seat.

The mike looked like a black ice cream cone before Jennifer’s face. Her voice wasn’t pleasant. “What was wrong with the name your parents gave you?” Stargirl turned slowly to Jennifer. She smiled. “Nothing. It was a good name.” “What was it?”

“Susan.”

“So why did you drop it?”

“Because I didn’t feel like Susan anymore.”

“So you just threw out Susan and named yourself Stargirl.”

“No.” Still smiling.

“No?”

“Pocket Mouse.”

Twelve pairs of eyes boggled.

“What?”

“I named myself Pocket Mouse,” Stargirl said breezily. “Then Mudpie. Then Hullygully. Then Stargirl.” (Spinelli, 2001, p. 68).

Susan Caraway used to refer to herself as Stargirl. She even changed her name several times. Susan changed her name when she felt that it did not suit her. Because of that, MAHS students think that Susan is a weird girl. Susan's quirkiness quickly spread throughout the MAHS students. So, from that Susan was invited to the Hot Seat because Hot Seat always invites attractive students.

When the audience asked about herself, Susan answered all questions honestly. She did not even try to hide anything. Even though she knew she would be mocked in the end because of her answer, she did not care about that. Susan still answered all the students' questions honestly. She does not want to lie and cover up the facts.

#### 4.2.5 Humility

Humility is an attitude of realizing the limitations of one's abilities and one's inability so that one is not arrogant. People with a humble attitude do not hesitate to prioritize others. This kind of attitude is severally presented in *Stargirl* novel toward the characters, as stated in the following quote.

I tagged along on missions. One day she bought a small plant, an African violet in a plastic pot on sale for ninety-nine cents at a drugstore. “Who’s it for?” I asked her. “I’m not exactly sure,” she said. “I just know that someone at an address on Marion Drive is in the hospital for surgery, so I thought whoever’s back home could use a little cheering up.” “How do you know this stuff?” I said. She gave

me a mischievous grin. "I have my ways." We went to the house on Marion Drive. She reached into the saddle pack behind her bicycle seat. She pulled out a handful of ribbons. She chose a pale violet one that matched the color of the tiny blossoms and stuffed the remaining ribbons back into the seat pack. She tied the violet ribbon around the pot. I held her bike while she set the plant by the front door. Riding away, I said, "Why don't you leave a card or something with your name on it?" The question surprised her. "Why should I?" Her question surprised me. "Well, I don't know, it's just the way people do things. They expect it. They get a gift; they expect to know where it came from." (Spinelli, 2001, p. 115).

In the quote above, it is known that Leo asked about Susan, who never gave information about the sender's name on every gift she gave to other people. Susan has a habit of observing others. Moreover, she often sends unusual gifts to people she observes even though he does not know them. Susan applies this positive attitude by prioritizing others over herself. She often gives gifts to people she feels in need, even though she does not know them. Susan did not want credit. She wants to make others happy and not sad. Susan also does not expect anything in return for what she has shared with others. She just wanted to make other people happy.

The other moment that portrays humility is shown by Leo Borlock when he advises Susan.

"Because you can't know," I said. "There're no guarantees. I hate to break this to you, but you're not the only person in the contest. Somebody else could win. You could lose. It's possible." She thought about that for a moment, then shook her head (Spinelli, 2001, p. 153).

At that time, Susan said she would win the speech contest she was participating in. However, Leo gave her advice that many participants attended the Speech contest, and Stargirl should not be too arrogant about herself being the winner because it is not impossible that someone else could win the contest. Susan must stay humble.



#### 4.2.6 Responsibility

Responsibility is a person's ability to take risks for decisions and everything related to his/her life. Narwanti (2014) stated that responsibility is someone's job or duty. It is an attitude that everyone must own. Everyone must be able to be responsible for himself as well as his duties. The following data below are presented as an exemplary attitude of responsibility.

Cheerleading practice drew a crowd. At least a hundred of us stood by the parking lot that day, watching her learn the cheers, watching her jump around in her long pioneer dress. She spent two weeks practicing. Halfway through the second week, she wore her uniform: green-trimmed white V-neck cotton sweater, short green and white pleated skirt. She looked just like the rest of them (Spinelli, 2001, p. 31).

Seeing that Susan was quite good at supporting and encouraging the team, the MICA cheerleader team finally offered Susan to join as a member. Stargirl finally joins the cheerleading team. As a member of the cheerleader team, Susan must take part in the training and activities carried out by the team because she is already committed to joining the cheerleading team. Susan did that because it was her duty as a member of the cheerleading team.

All my resistance to putting Stargirl on Hot Seat vanished. "Okay," I said to Kevin, "let's do it. Schedule her." He started off. I grabbed his arm. "Wait-ask her first." He laughed. "Right. Like she's gonna say no." No one had ever said no to the Hot Seat (Spinelli, 2001, p. 49).

Everyone's responsibilities are different because everyone has different tasks. If Stargirl is responsible for her duties as a cheerleader member by having to practice every day, then Leo Borlock is different. Leo is a member of the Hot Seat Club. As a director, Leo has several tasks. One of Leo's tasks is to find exciting students to sit for an on-screen interview.

From the quote above, it can be seen that Kevin and Leo want Susan to be a guest star on their show, and Leo is the one who will ask her. At first, Leo did not want to invite Susan to be interviewed on the Hot Seat. Leo worries that the students will gossip about Susan if she appears in Hot Seat. However, in the end, Leo agrees to invite Susan because he realizes he has to find and invite attractive students at school. It can be seen that Leo's attitude is an excellent example because he can take responsibility for what has been assigned to him.

#### **4.2.7 Respect for other**

Respecting others means accepting others as they are and not trying to show disrespect to them. To respect others, you need to accept someone for who they are, even when they differ from you or you disagree with them. Respect in your relationship builds feelings of trust, security, and well-being. Respect for others is a positive thing that sometimes one person cannot have.

So why was I balking? I didn't know. I had some vague feelings, but the only one I could identify was a warning: Leave her alone. Kevin wasn't the only one. Other kids pestered me: "Put her on the Hot Seat!" I lied. I said she was only a tenth-grader and you had to be at least a junior to be on Hot Seat (Spinelli, 2001, p. 20).

Leo and Kevin were the originators of the Hot Seat program and are also running it. For their program to work, they have to invite students who are considered influential in the school and honor student types. When Susan arrives at MICA, she is in the spotlight because of her personality, which is considered strange by the students. Because of that, Kevin wanted Susan to be in the Hot Seat, but Leo refused.

Leo does not think Susan deserves to be stalked or made fun of; it will be a negative experience for Stargirl. He thinks so because she has a bad image in the

eyes of the students. If Stargirl is invited to the Hot Seat, then she will be made fun of by the students even more. Therefore, Leo rejected Kevin's proposal. Leo's actions are a form of his respect for Susan. Leo might also be surprised by Susan's personality, but he does not want her to be made fun of because he respects her and does not think she deserves such adverse treatment from the students.

#### 4.2.8 Self-control

Self-control is the ability to choose long-term results, while the choice of short-term results is called impulsivity. The researcher found an example of a character who can control her emotion from the novel. It is shown by Susan Caraway when she is in front of her house with Leo Borlock.

“He’s just scraping something off for you. You must have something crusty in there. Have you washed your ears lately?” “None of your business.” “Sorry. Didn’t mean to get personal.” “I forgive you.” All was quiet for a while, except for the snuffing in my ear (Spinelli, 2001, p. 88).

This scene is set in Susan's front yard when Leo Borlock tails her. Finally, Susan caught him, and they talked together. Susan unknowingly asks Leo about something personal. Leo did not even answer Susan's question and only answered, "None of your business." Susan did not even try to ask further questions and did not push Leo because she knew she had to know her limits. Susan's behavior is an example of self-control because she can control herself over her desire to know the answer to her question to Leo Borlock. Susan respects Leo Borlock's decision without feeling upset, and she immediately apologizes to Leo for her impudence in asking about personal matters.

Being able to refrain from making mistakes is a fundamental principle of self-control. This characteristic is seen in people like Susan, who can control their emotions, as shown in the following quote.

Hillari Kimble walked up to Stargirl and said, “You ruin everything.” And she slapped her. The crowd grew instantly still. The two girls stood facing each other for a long minute. Those nearby saw in Hillari’s shoulders and eyes flinching: she was waiting to be struck in reply. And in fact, when Stargirl finally moved, Hillari winced and shut her eyes. But it was lips that touched her, not the palm of a hand. Stargirl kissed her gently on the cheek. She was gone by the time Hillari opened her eyes (Spinelli, 2001, p. 181).

From the beginning, when Susan appeared at the MICA Area High School, Hillari Kimble already hated her. This continues until the end of the story; she still hates Susan. In the quote above, it is explained that Hillari slaps Stargirl for no reason. She says that Susan has ruined everything even though Susan has done nothing wrong. Before the incident where Hillari slapped Susan, she only invited the students to dance and have fun at a school dance event called the Ocotillo Ball. However, for some reason, it was very wrong in Hillari's eyes, even though no one was harmed. After being slapped by Hillari, Susan was not angry or retaliated against Hillari's actions, even though Hillari was already preparing to receive a punch from Susan in return. Nevertheless, she instead kissed Hillari on the cheek.

Susan shows that she has excellent self-control. Emotions do not easily provoke her, and she chooses to suppress her emotions rather than hurt others just because of emotions. Susan's self-control is a good example for everyone who likes to prioritize emotions rather than think about the consequences of their emotional action.

#### **4.2.9 Tenacity**

Tenacity is a determination to maintain what a person is doing. Moreover, Duckworth et al. (2007) stated that tenacity is a character that is shown through behavior to maintain perseverance and enthusiasm in achieving the expected long-term goals. People with this attitude are usually very persistent and stubborn and never give up on doing something. Tenacity in moral values is found in some data as follows.

Hot Seat was our in-school TV show. We had started it the year before. I was producer/director, Kevin was on-camera host. Each month he interviewed a student. Each month he interviewed a student. So far, most of them had been honor student types, athletes, model citizens. Noteworthy in the usual ways, but not especially interesting (Spinelli, 2001, p. 11).

The quote above shows one part of the story told through the point of view of Leo Borlock. Leo wants to be a TV director when he grows up. To reach his dream, Leo practiced by starting a school TV show called Hot Seat with his best friend, Kevin, who dreams of becoming a talk show host. They had been developing the Hot Seat program together for the last year until the students finally noticed it. Leo and Kevin's persistence in learning to achieve their goals is exemplary. Through the Hot Seat, their knowledge will continue to grow, making it easier for them to achieve their goals.

Cheerleading practice drew a crowd. At least a hundred of us stood by the parking lot that day, watching her learn the cheers, watching her jump around in her long pioneer dress. She spent two weeks practicing. Halfway through the second week she wore her uniform: green-trimmed white V-neck cotton sweater, short green and white pleated skirt. She looked just like the rest of them (Spinelli, 2001, p. 31).

After receiving an offer to join MICA's cheerleading team, Susan joins the cheerleading team. Despite joining and dressing up like the other members, for the students, Susan was not indeed a cheerleader. They think like that because Susan

still looks like a weird girl to them when she is not wearing her cheerleader uniform. Even so, Susan continues to train every day. She was tenacious in practicing to be proficient like the other cheerleading members.

The state contest was a week away. Every day she practiced her speech. One day she called over little Peter Sinkowitz and his playmates and presented the speech to us from her front steps. We applauded and whistled. She bowed grandly, and I, too, began to see her vision. I saw the streamers flying and I heard the crowd cheering, and I believed (Spinelli, 2001, p. 149).

Susan is a character who is persistent and never gives up. In the middle of the story, she takes part in a speech contest held by the school and emerges victorious. After winning at school, Susan is appointed as the school's representative in a more significant speech contest. Her persistence in training to win and make the school proud should be appreciated. Tirelessly every day, she practiced and delivered her speeches to the people around her so that someone would judge her and she would know where she was lacking. Due to her persistence in practicing, Susan won the speech contest. Susan lives up to the motto you will get what you are fighting for.

#### **4.2.10 Thankfulness**

Thankfulness is a happy feeling of appreciation by a recipient of another's kindness, or it can be said that it is grateful for something. The main character somehow shows thankfulness expression in the quotes below.

And then it came, suddenly, explosively, as if everyone had awakened at once. We were all on our feet, clapping and shouting and whistling. I found myself sobbing. The cheering was as wild as that of the crowd at a championship basketball game (Spinelli, 2001, p. 162).

In the quote above, Leo does not directly state that he is thankful.

Nevertheless, what Leo did was a form of gratitude for what was happening. Leo

is grateful that Susan's hard work is producing the results they want. Leo is a witness to the hard work Susan put in. Before the competition, every day Susan always practices. She hopes to fulfill her dream of winning a speech contest. Ultimately, according to what she wants, Susan's hard work pays off well.

“I’m answering your question. The answer is yes. I’m giving up on trying to be popular and normal.” Her face and body language did not seem to match her words. She looked cheery, perky. So did Cinnamon, perched on her shoulder (Spinelli, 2001, p. 168).

At the end of the story, it is told that Susan is trying to change her personality and appearance because she wants Leo to stay by her side. Leo does not want Susan to continue being made fun of by the students, so he asks her to be like the other students and dress like others. She began using Susan, her birth name, not the “Stargirl” name. She also dressed like everyone and talked like everyone. There is no unique Stargirl anymore, only Susan Caraway. However, Leo does not realize that Susan is having trouble doing that.

Like the quote above, in the end, Susan gave up. She realized she could not be normal like the other students because it was not her real personality. She gives up being like the other students and returns to her true self. Susan realized she did not need to change just to be popular and have many friends. Susan should be like that, grateful for what she has. Grateful for herself. She does not want to be someone else again because she realizes everyone has a different personality.

#### **4.3 The Moral Values of Stargirl as Adolescent’s Positive Attitude Building**

This subchapter presents what adolescents’ positive attitude building implied in the *Stargirl* novel. In this case, the researcher uses the main characters, Susan Caraway and Leo Borlock, to represent adolescents. Moreover, the result from the previous discussions would be the bases to answer the third problem’s statement,

that is, how are the moral values of *Stargirl* presented as adolescents' positive attitude building. As the theoretical approach explains, Lewis gives 12 ways to be more positive. They are optimism, acceptance, resiliency, cheerfulness, enthusiasm, alertness, humor, being a good sport, humility, gratitude, faith, and hope. Hence, the researcher discusses several adolescents' positive attitude-building ways that appear in the *Stargirl* novel.

#### **4.3.1 Having positive thoughts in moral values as an example of adolescents being more optimistic**

Even though it sounds easy, positive thinking is challenging to do. Especially when a problem is overwritten, it is easier to think negatively than positively. In fact, negative thinking will only make things worse. Positive thinking can help improve one's quality of life. So, everyone should always think positively; therefore, that positive energy will also always be around us. This is an excellent attitude for teenagers to adopt so that negative things would not come to mind and make it happen. The moral value of positive thinking revealed in the novel *Stargirl* could be seen in the data below as an example of adolescents having positive attitudes.

“That big silver plate that goes to the winner? I’m such a klutz with dishes at home. Would you hold it for me when the crowd rushes us? I’m afraid I’ll drop it.”

I stared at her. “What crowd? What rush?”

“In the school parking lot. When we get back tomorrow. There’s always a crowd waiting for the returning hero. Remember the film at school? My vision?” She cocked her head and peered into my eyes. She

rapped my forehead with her knuckle. “Hello in there. Anybody home?” (Spinelli, 2001, p. 151).



The conversation above happens between Susan Caraway and Leo Borlock. Susan was having positive thinking through the jokes that she made to Leo. Through that joke, Susan was optimistic that she would win the speaking contest in Phoenix. Susan also joked about being greeted like a hero when she arrived at her school after she won the contest.

The statement above can be an example of moral values that can be used to build a positive attitude in adolescents. Susan's positive thinking can be used as an example by adolescents to change attitudes to be more positive. Therefore, it can be concluded that the moral value of having positive thoughts could be an example of building adolescents' positive attitudes in optimism way by imitating it in their daily lives.

#### **4.3.2 Self-control in moral values as an example of adolescents for accepting things as they are**

Accepting things as they are here means that someone would not be angry and whine when something does not go according to plan or desire. Accepting things as they are in the *Stargirl* novel is reflected through self-control, as seen in the following data below.

Of all the unusual features of *Stargirl*, this struck me as the most remarkable. Bad things did not stick to her. Correction: her bad things did not stick to her. Our bad things stuck very much to her. If we were hurt, if we were unhappy or otherwise victimized by life, she seemed to know about it, and to care, as soon as we did. But bad things falling on her-unkind words, nasty stares, foot blisters-she seemed unaware of. I never saw her look in a mirror, never heard her complain. All of her feelings, all of her attentions flowed outward. She had no ego (Spinelli, 2001, p. 58).

According to the quotation above, it can be explained that it was about Susan's excellent self-control ability, even though the author did not tell it

directly. The word 'her' in the quote above refers to Susan Caraway. The quote above explains that Susan always cares and knows when others are in trouble or sad. Susan sincerely always gives the people around her positive energy.

However, the response of the people who accepted her kindness mistreated Susan. Susan initially wanted to have many friends but could not fulfill her wish because the people at her school did not like her. Even so, Susan did not whine and get angry. Susan could control herself to stay strong and still love all the school members who mistreated her.

Thus, what Susan has done is good self-control because she still acts normal and helps people who are mean to her. Susan was also able to accept all the things she went through tough without whining and getting angry. In this way, the explanation above proves that the moral value of self-control depicted in Susan's character can be an example that adolescents can apply to be more positive in accordance with the ways to be more positive in accepting everything as they are that are expressed by Lewis.

#### **4.3.3 Tenacity in moral value as an example of adolescent being more enthusiastic**

In the novel *Stargirl*, the moral value of tenacity is shown by Leo Borlock when he takes responsibility for running the Hot Seat Club, the school's television program. As a teenager, Leo is described as a teenager who works hard and is responsible. It could be seen in one of the excerpts from the novel shown below.

We filmed the shows after school, then broadcast them that night prime time-on local cable. About ten thousand homes. Our own surveys said at least fifty percent of the student body watched any given show. We outdrew most of the hot sitcoms. We expected to top ninety percent for the Stargirl show (Spinelli, 2001, p. 62).

The quote above refers to the school's TV program, Hot Seat, run by Leo and his friend, Kevin. Leo is in charge of being the director, and Kevin is the host. Leo and Kevin both had aspirations to enter TV, so they chose to start a school TV club called Hot Seat. Through Hot Seat, they hope people will recognize their talents more, making it easier for them to achieve their goals. As a director, Leo always carries out his obligations. He persistently carried out his duties. He never complains about his obligations. On the contrary, Leo enthusiastically carries out his duties because he knows his current duties will equip him when he grows up.

Leo's persistence in achieving his goals can be an example of moral values that can be applied by teenagers the same age as him. In this case, it can be concluded that this moral value can be an example to be applied in one of the ways to be more positive for adolescents as proposed by Lewis, namely to be more enthusiastic in carrying out burdensome things.

#### **4.3.4 Humility in moral values as an example for adolescents to be more humble**

Everyone should have a humble attitude, as well as teenagers who sometimes forget the existence of other people and are proud of themselves. People with a humble attitude will be liked and loved by those around them because they will feel valued and comfortable around people with such a humble attitude. Someone will also be respected more if they are humble than if they are arrogant. Susan Caraway shows humility in the quote below.

Stargirl had been outside the whole time, chatting with the bus driver. The other cheerleaders asked her why she left. She said she felt sorry for the Red Rock players. She felt her cheering was only making the massacre worse. Such games were no fun, she said. Your job isn't to have fun, they told her, your job is to cheer for Mica High no matter what. She just stared at them (Spinelli, 2001, p. 59).

One of the characteristics of a humble person is that they do not consider themselves better than others. The quote above concerns the match between the Mica Area High School basketball team and Red Rock. Susan (Stargirl), in the quote above, applies the moral value of low self-esteem. She cannot afford to support her team and put the other team down because she thinks she should not do that. She did not want to consider the opposing team weak and only boasted about her school's team.

In this case, humility can also be an example that teenagers can apply to have a more positive attitude in everyday life. Teenagers can emulate the attitude shown by Susan through the storyline presented in the novel *Stargirl*.

#### **4.3.5 Thankfulness in moral value as an example of adolescents being more grateful**

Thankfulness and grateful actually have the same meaning. Thankfulness is the feeling of being happy or grateful because of something. Meanwhile, grateful is a sense of appreciation that is usually manifested through positive actions or things. This kind of expression was depicted in Leo Borlock, as quoted below.

When she finished with barely a whisper—"Can you hear it?"—and leaned with her cupped hand to her ear, fifteen hundred people seemed to inch forward, straining to hear. There were ten seconds of purest stillness. Then she turned abruptly and went back to her chair. Still, there was no reaction. What's going on? I wondered. She sat forward in her chair, her hands folded primly in her lap. And then it came, suddenly, explosively, as if everyone has awakened at once. We were all on our feet, clapping and shouting and whistling. I found myself sobbing. The cheering was as wild as that of the crowd at a championship basketball game (Spinelli, 2001, p. 162).

Leo was attending and accompanying Susan to take part in a speech contest that was held in Phoenix. When Susan gave her speech in front of the audience, Leo hoped everyone liked what Susan was showing. Then, in the end, what Leo

expected came true. Everyone cheered and praised Susan's speech. Leo felt grateful because everyone liked Susan's speech. He was happy for Susan.

The expression of gratitude depicted by the character Leo can be an example for teenagers to practice gratitude. The sentence "I found myself sobbing" means his gratitude. Leo also expressed it through crying.



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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

After the researcher presents the data and analyzes it in the previous chapter, in this chapter, the researcher intends to summarize and draw conclusions for this research. Apart from that, the researcher also has some suggestions to offer, which can be helpful to readers or other researchers.

#### 5.1 Conclusions

After analyzing the novel *Stargirl* by Jerry Spinelli, the researcher realizes that literature contains valuable values for the audience. Authors infuse moral values into their work to make it worthwhile for others. The existence of moral values in a novel is a positive thing that should always exist. Consciously or not, a wise reader will absorb and apply what they have read. Therefore, the researcher conducted this study to reveal the moral value of a novel as an example to adolescents to emulate the moral value so that they have a more positive attitude.

The author can deliver the moral value contained in a novel through the novel's character. Therefore, the researcher also analyzes the characterization of the main character in the novel. There are two main characters in *Stargirl*; they are Susan Caraway and Leo Borlock. The characterization of Susan Caraway is kind, non-conformist, and unpredictable. While the characterization of Leo Borlock is observant, and he does not enjoy the spotlight.

Furthermore, based on the results of the research and discussion carried out on the novel *Stargirl*, it can be concluded that the researcher revealed several moral values such as bravery, cooperative, positive thoughts, honesty, humility, responsibility, respect for others, self-control, tenacity, thankfulness.

Moreover, adolescent's positive attitude building implied through moral values in *Stargirl* novel is having positive thoughts in moral value as an example for adolescents being more optimistic, self-control in moral value as an example for adolescents to accepting things as they are, tenacity in moral value as an example for the adolescent being more enthusiastic, humility in moral values as an example for the adolescent being more humble, and thankfulness in moral value as an example for the adolescent being more grateful.

## 5.2 Suggestions

This research examines the moral values contained in the teen-lit novel entitled *Stargirl* so that it can be an example for readers who are mostly teenagers. By reading the novel and this research, the researcher hopes they do not ignore the moral values and practice them as possible. Furthermore, the researcher suggests that further research can focus on Stargirl's character because Stargirl has a personality that most teenagers in this era deserve to emulate. By reading and reviewing this research, future researchers can get an overview of this novel's characters because the moral values are represented mainly by the characters.

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