

## The Analysis of Moral Values Found in “It Ends with Us” Novel by Colleen Hoover

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### Abstract

*This study aimed to find moral values in the novel entitled “It Ends with Us” by Colleen Hoover. This study was used qualitative method where researcher conduct analysis of the intrinsic elements and moral values. Researcher used triangulation to enhance the accuracy of the study which focused on focus group discussion (FGD) and interviews. Based on the findings, and the results of FGD and interviews, it can be stated that solid intrinsic elements help construct the story very well, therefore it becomes interesting story for its readers in many countries. There are several moral values obtained from the novel, they are modesty, honesty, love and affection, bravery, sympathetic to others, kind-hearted, and sincerity. These moral values will be very important for students as the next generations of Indonesia. If these moral values are instilled into students, it is hoped that their morals will be improved gradually. Therefore, the target of the Mandate of the National Education System Law No. 20 of 2003 to develop students' potentials to become men of faith and fear of God Almighty, noble, capable, creative, independent, and democratic and accountable citizens can be obtained.*

**Keywords:** Moral Values, Novel Analysis

## 1. INTRODUCTION

Indonesian youth nowadays are experiencing challenging character phenomena. Youths have engaged in various illegal and criminal activities, such as drug use, street racing, bullying, gambling, and casual sex (Muassomah et al., 2020). Moreover, several viral murder cases in the media are performed by young generations. Youth at schools are concerned, they fight with other students and speak impolitely and disrespectfully to their teachers.

This moral degradation worsens during the COVID-19 pandemic where the learning and teaching process are conducted online or distance learning. The teachers cannot fully and properly deliver and monitor the students' learning development due to several limitations. This condition weakens the character value of students. These phenomena are different from what is expected from the character of education as the core of ethical values which is the result of the education process. A nation is primarily built on its youth. They will serve as leaders in the future, but more significantly, their actions today will have an impact on how a country lives (Sihombing, 2018).

In addition, youth consist of potentially future leaders. "A young man is able to change the world, but a thousand old men are just able to dream," said Ir. Soekarno, the founding father of Indonesia. It means that better future of Indonesia is held and determined by its youths (Sihombing, 2014). The Indonesian government is fully aware of these phenomena, therefore, they put serious attention on character education building. The significance of national character characteristics in the Indonesian educational system is emphasized in the Mandate of the National Education System Law No. 20 of 2003. A crucial step in helping kids develop and improve their morals, attitudes, and socially acceptable behavior is character education (Indartono, 2011).

The responsibility for instilling these moral values rests with all educators in Indonesia including English teachers. In English Language Teaching (ELT) classrooms activities, teachers are required not only to teach English as one of needed skills for students but also to instill the moral values that are very beneficial for them as they will bring this nation to embrace a better future. English teachers may select teaching materials related to norms or values which support education character building.

Teaching materials or the subject matters can be varied, and literature is worth trying. According to Collie & Slater (1987), literature is a valued and authentic kind of writing that provides an abundant and highly varied body of written content. It is considered "important" because it addresses core human themes and is timeless rather than transient. Novel as one of literary works can be selected since it is enriched by a lot of moral values which are relevant to real life conditions. Novels serve two purposes: to amuse readers and to impart new knowledge about the world, including moral values. These moral values are then aligned with the character education that student's gain, which is highly beneficial.

With the regard of these important matters, there are several studies that related to the analysis of books and novels which focuses on intrinsic elements, moral values, character education. Researcher found five previous studies. The first one is from Diani 2020 with title "Moral Values Found in the Novel Entitled "Everything I never Told You". This study focused on the intrinsic elements and moral values and the practical implication for language teaching. The second study is from Ardayati & Rahayu (2017) with title "An Analysis of the Intrinsic Elements and Moral Values in Tetsuko Kuroyanagi's Novel "Totto Chan: The Little Girl at the Window". The study focused also on intrinsic elements and moral values. The third study is from Jannah 2021 with title "An Analysis of Book *Ta'limul Muta'alim* on Education Character and Its Relationship with Education Character Programs in Indonesia", researcher analyzed the values found of character education. The fourth is from Hajar (2020) with title "Incorporating Character Values in Indonesian EFL Context", researcher described which values of characters in the book can be explored. The fifth was from Bambang 2015 with title "*Pendidikan* Character: *Solusi Mengatasi Krisis Moral Bangsa*" which was aimed at revitalizing the roles of parents and teachers.

Using the above-mentioned solutions to address the issues and a number of pertinent prior studies, the researcher considers using Novel as material for teaching moral values to students. With this consideration, the researcher applies triangulation to enhance the accuracy of the study. The triangulation involves several activities: focus group discussion, interview, and book reviews. By conducting several sources of data, it is expected that they can give English teachers more insight into their teaching materials in relation with moral values by using literature which focuses on novel. Having known the characteristics of literary works are very useful, teachers can put novel into their list of materials to teach moral values to the young generation of Indonesia.

## **2. RESEARCH METHODOLOGY**

This research utilizes qualitative method which focuses on observing the intrinsic elements and moral values found in the novel entitled "It Ends with Us" by Colleen Hoover. The data of this research focus on qualitative research data in the form of words, phrases, written words, short paragraphs rather than numbers. According to Creswell (2012), the data collected for this research includes an observation report regarding the intrinsic elements and moral values.

The data collection technique in this study was literature study techniques that will employ novel, interview, and book reviews.

### **a. Reading the novel thoroughly**

The first action was that the research read the novel entitled "It Ends with Us" by Colleen Hoover thoroughly. The researcher analyzed the intrinsic element and moral values found in the novel. In collecting the data, the writer used the documentation method and taking notes techniques. Fraenkel (2012) stated that the documents as the data source can be in the form of books and in this case in the form of novel. The documentation was used to collect the data. The data here are in the form of words, phrase, expressions, and paragraphs.

### **b. Conducting Interview**

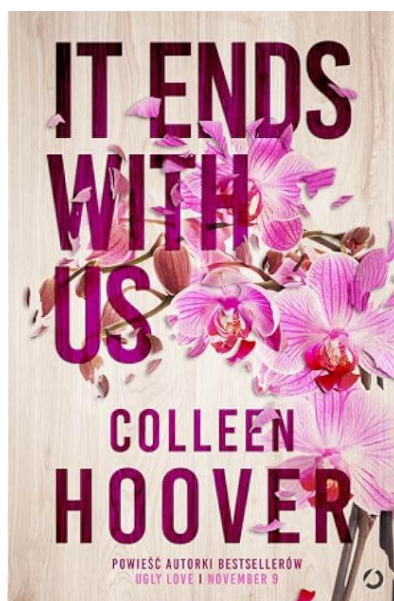
The teacher conducted an online interview one-on-one via zoom with the interviewee. The topic was the novel and moral values. The researcher inquired several questions, and the respondents answered and shared their ideas.

### **c. Conducting Book Reviews**

The researcher utilized several additional data, i.e., books, journals, and the internet to strengthen the researcher's opinion about the moral values found in the novel "It Ends with Us" by Colleen Hoover.

To enhance the accuracy of this study, the researcher utilized a triangulation procedure since it was one of the appropriate approaches to avoid biases and maintain validity in collecting and analyzing data. According to Fraenkel (2012), triangulation is using a variety of instruments to collect data. When a conclusion is supported by data collected from several different instruments, its validity is thereby enhanced.

### 3. RESULT AND DISCUSSION



#### Results

##### Intrinsic Elements of the novel

It is found that the intrinsic elements of the novel are character, setting, plot, theme, and subject matter. These contribute to form the structure of the novel. Therefore, it became an epic novel for its readers and received various accolades.

**Table. 1 Intrinsic Elements**

No	Element	Description
1	Character	<ul style="list-style-type: none"> <li>a. Lily Bloom as main character that is a good-hearted, giving, naive, and considerate person.</li> <li>b. Ryle Kincaid as second character that is is passionate but also easily agitated.</li> <li>c. Atlas Corrigan as third character that is humorous and self-deprecating.</li> <li>d. Lily's Mother as supporting character that is a strong and steadfastness woman.</li> <li>e. Lily's Father as supporting character that is a good father figure.</li> <li>f. Allysa as supporting character that is a good friend.</li> </ul>
2	Setting	<ul style="list-style-type: none"> <li>a. Setting of places are in Maine and Boston, USA.</li> <li>b. Setting of time of the story is in 2016.</li> <li>c. Setting of social of the story is the visualization of</li> </ul>

		the social life of western people.
3	Plot	<p>a. Orientation (where the story begins): This story begins at part one where with Lily sits alone on a rooftop of a building in Boston after her father's funeral. There she meets Ryle Kincaid, the one who she will end up married with.</p> <p>b. Conflict (where the characters start getting things happened)</p> <ul style="list-style-type: none"> <li>• Lily and Atlas meet in Bib's restaurant.</li> <li>• Ryle starts being abusive towards Lily before marriage.</li> <li>• Atlas confronts Ryle in Bib's restaurant.</li> <li>• Ryle abuses Lily when they have been married.</li> </ul> <p>c. Climax (where the characters start having the most intense of the conflict): it is when Ryle badly abuses Lily after he finds out Lily's journal where it tells a lot about Lily and Atlas' relationship.</p> <p>d. Resolution (where the story ends): Lily decides to get divorced from Ryle because she wants to end the cycle of violence in her life.</p>
4	Theme	The novel has complex theme that discussing about the relation of love and abuse.
5	Subject Matter	The novel is about jealousy and emotional abuse because of unstable and unclear definition of love

### Moral Values of the Novel

In the process of analyzing the novel, researcher found several moral values. Below are the details of the moral values.

**Table 2. Moral Values**

No	Moral Value	Description
1	Modesty	It has modesty that can be seen how Allysa offers Lily to work for free when the first time they met.
2	Honesty	It has honesty that can be seen how Lily and Ryle tell personal things, about their secrets.
3	Love and Affection	It has love and affection that can be seen how the characters in relationship and handle the struggles they have.

4	Bravery	It has bravery that can be seen from Lily, how Lily can be so brave to run her life well after several bad things happened to her life.
5	Sympathetic to Others	It has sympathetic to others that can be seen from Lily where Lily helped Atlas who is homeless.
6	Kind-Hearted	It has kind-hearted that can be seen from Allysa; her kindnesses are clearly seen from the story where she helped Lily many times.
7	Sincerity	It has sincerity that can be seen from Lily and Atlas where they try to comfort one another and know they are suffering.

### Focus Group Discussion (FGD) and Interviews

After finding out the intrinsic elements and the moral values in the novel, researcher conducted interviews and focus group discussion to get the other perspectives.

### Results of Focus Group Discussion (FGD)

The researcher conducted online FGD on Saturday, November 25, 2023, with 10 respondents and they were divided into 2 groups. This way aimed to ensure the validity of data analysis. There were 20 minutes given by researcher to participants discuss about three paragraphs. The direction was the participants discussed which moral values best represented from the paragraphs given. There were three parts of paragraphs that were chosen by researcher to ask the opinion of participants about the moral values.

The first paragraph is about the first time Allysa and Lily met. There are two kinds of moral values chosen by participants. Group 1 chose modesty because as it is seen from Allysa character, she genuinely offers to Lily to be worker for free while most people nowadays will not work for free. Group 2 chose kind-hearted because Allysa is willing to help Lily.

The second paragraph is about Ryle asking Lily to honestly tell her story. Both of groups chose honesty as the best represented moral value from the paragraph. They said that it because they start to talk about personal things and secrets.

The third paragraph is about Lily's parents arguing and Lily saw that happened. All participants agreed to choose Love and Affection as moral value. They said that Lily loves her mother so much because Lily is brave to help her mother out from the situation.

### Results of Interviews

This way conducted on three respondents to ensure the validity of data analysis. The researcher gave several questions to be answered by respondents about the novel, the moral values, and the things relate to teaching. The interview was done on November 25<sup>th</sup>, 2023.



The interviews discussed about the respondents' perspective about moral values found in the novel. They chose bravery because of Lily doing her life well after facing many struggles in her life. Respondent A also chose honesty because of certain characters in the story sharing the secrets and personal things. Respondent B also gave the opinion that trustworthiness is one of the moral values. Lily and Ryle decided to not continue the relationship because of they do not have the feeling of trust. Adding to this, respondent C said that we can get kind-hearted as the moral value because Lily still forgives her father after things happened.

The other thing researcher interviewed was about things relate to teaching and learning process, how reading novel can affect the pedagogy in the classroom. All respondent agreed that by having several meetings about reading novel, it can help students about moral values, and it can increase their reading skills, they also can improve the bank of their vocabulary.

## Discussion

As it can be seen from all findings mentioned previously, it is already informed that researcher analyzed intrinsic elements and moral values in the novel entitled *It Ends with Us*. Researcher analyzed directly by itself then continuing to conduct Focus Group Discussion (FGD) and interviews to get other perspectives about the novel.

There are five intrinsic elements researcher found in the novel, such as, characters, setting, plot and theme of the story, and subject matter, it can be seen in Table 1. The main characters in the story are Lily and Ryle that live in Maine and Boston. They had struggles in love and abuse, also trustworthiness. There also are seven kinds of moral values found in the novel. After researcher read the novel precisely, the novel has several moral values for each character and/or certain parts of the story. The details can be seen in Table 2. There are modesty, honesty, love and affection, bravery, sympathetic to others, trustworthiness, and sincerity.

According to the results of FGD and interviews, there are parts of the story in the novel that represent those moral values. One of them is the moral value of bravery where the main character (Lily) being brave to handle problems throughout her life. The other moral value is trustworthiness where the characters argue problems in their relationship cause of the trusts. It also has sincerity where one of the characters (Allysa) genuinely helps Lily with everything possible she can do. Love and affection are also seen in the story where Lily's parents get through their married life. These moral values are needed to be well-informed to all age levels, including teenagers where they need guidance to live in society and as the Indonesian generations.

The researcher also relates the activity of reading novel to teaching and learning process especially to English Language Teaching classroom. Giving this as class activity can improve students' reading skills and banks of vocabulary words while they are also learning about the moral values through

the novel. It could be decided that *It Ends with Us* by Colleen Hoover was essential to be used in teaching for instilling moral in students.

#### 4. CONCLUSION

Drawing to a close, there are two kinds of researcher analyze in the novel. First, it is the intrinsic elements that have five points to describe. It starts from the character such as, Lily Bloom, Ryle Kincaid, and Atlas Corrigan while the supports characters are Lily's parents and Allysa. Then, the setting was in Maine and Boston in 2016 with the back-and-forth plot of the story because it has complex theme. The final element investigated is the subject matter that is about jealousy and emotional abuse. Researcher also found seven kinds of moral values of the story, namely, modesty, honesty, love and affection, bravery, sympathetic to others, kind-hearted, and sincerity. The FGD and interviews support the analysis by giving perspectives about moral values in the novel. The moral values can be listed to inform students thus they can acknowledge about the phenomena of decreasing moral in youth. Novels also can be taught therefore students can improve their reading skills and banks of their vocabulary.

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#### AUTHOR CONTRIBUTION STATEMENT

This study involved a team of authors that has contribution. The first author is credited with the primary research work, the second author is as the primary advisor who contributed guidance, and third author is as the secondary advisor who provided additional insights.

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