

**ANALYSIS OF EDUCATIONAL VALUES IN “UNBROKEN” NOVEL BY LAURA  
HILLENBRAND**

**THESIS**

Presented to  
State Institute of Islamic Studies Ponorogo  
In Partial Fullfilment of the Requirement  
For the Degree of Sarjana in English Education



**By**

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## ABSTRACT

**Bramastyo, Galih.** 2018. Analysis of Educational Values in “Unbroken” Novel By Laura Hillenbrand. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies Ponorogo. Advisor Wiwin Widyawati, M.Hum.

### **Key Word: Education, Value, and Novel**

This study is aims to analyze the Educational Values in “Unbroken” Novel By Laura Hillenbrand. The value of education is the boundary of everything that educates toward maturity, good or bad so useful for life obtained through the process of education. The value of education in a novel means a noble teaching that supports the educational goals described in the elements of a narrative fictional story.

This research applied qualitative descriptive approach. The objects of the research is the novel itself and other books which concern and support with the analysis. The analysis of the data is obtained through content analysis techniques. Researcher read and analyze data sources repeatedly until meet the logical and valid result.

The results showed that the Unbroken novel has four dimensions of the value of education, namely, religious, moral, social, cultural and aesthetic. The elements used in the Unbroken novel as a deliverer of educational values are four things such: 1) the theme, which is the main idea of the storyline, 2) the setting, as the explanation of the location of the story, 3) the character, who lives the story in the novel so interesting, and 4) style of language, the style of language used by the writer as the conveyer of aesthetic values is the style of indirect language and direct language style.



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# CHAPTER I

## INTRODUCTION

### A. Background

Discussing about literature is inseparable from how the definition of literature itself. Although many intellectuals have perceived what is literature, but the literary review itself is still interesting to always be discussed. Literature is etymologically taken from Western languages (European) such as *literature* (English), *littérature* (French), *literature* (German), and *literatuur* (Dutch). It all comes from the word *litteratura* (Latin) is actually created from the translation of the word *grammatika* (Greece). *Litteratura* and *grammatika* each based on the word "*littera*" and "*gramma*" which means letter. Literary works have a connection in human life and all the various problems.<sup>1</sup>

The content in the literature itself is strung from a beautiful language, containing inner experience and imagination that comes from the experience of an author.<sup>2</sup> According to Mursal Esten, Literature is the disclosure of artistic and imaginative facts as manifestations of human life through language as medium and has a positive effect on human life (humanity).<sup>3</sup> Damono, reveals that literary life displays images, and life itself is a social reality. In this sense, life includes interpersonal, individual relationships, interpersonal, and intercultural events within a person.<sup>4</sup> Reading literary work is different from reading other types of discourse such as

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<sup>1</sup> Pengertian Sastra secara Umum, diakses dari <https://asemmanis.wordpress.com/2009/10/03/pengertian-sastra-secara-umum-dan-menurut-para-ahli>, pada 9 Mei 2018.

<sup>2</sup> Alfiyanti Meisyaroh. Educational Values and Social Conflict Novel "Ayah" Andrea Hirata works: Literature Sociology Reviews. Faculty of Teacher Training and Education Universitas PGRI Yogyakarta

<sup>3</sup> Pengantar Literature. (Online). (<http://www.spengetahuan.com>). diakses pada 3 maret 2018.

<sup>4</sup> Sastra menurut para ahli dan jenis jenis sastra, "*Belajar Sastra*," diakses dari <http://www.gurupendidikan.co.id/110-pengertian-sastra-menurut-para-ahli-dan-jenis-jenis-sastra>, pada 1 April 2018.

newspaper article, an academic journal or textbooks, in which the readers are exposed to certain information without any symbolism or rhythmical choice of words.<sup>5</sup>

Literature is generally divided into three groups, respectively prose, drama, and poetry. Prose uses language not in verse form like novels, short stories, novellas, etc. Drama is play with its act and its scenes in dialogues, conversations, comedies, tragedies, tragic-comedies, etc. Poetry is the art of poets; poems, in verse form, e.g. ballads, epics, lyrical poetry, etc.<sup>6</sup>

Imaginative literature is a literature that seeks to explain, explain, understand, open a new view, and give meaning to the reality of life so that humans better understand and be appropriate to the reality of life. In other words, imaginative literature seeks to perfect the reality of life even though the fact or reality of everyday life is not so important in imaginative literature.<sup>7</sup> Imaginative Literature has characteristics that are, fictional, using connotative language, and have aesthetic requirements of art.

One form of literary work is novel. The novel is a work of fiction which are built through various intrinsic and extrinsic elements. According to Drs, Rostamaji, M.Pd, Novel is a literary work that has two elements, namely intrinsic elements and extrinsic elements which are both related to each other because of mutual influence in a literary work.<sup>8</sup> According to Sayuti, Novels are often disputed with short stories, the difference being that short stories focus on intensity, while novels tend to be expanding. Good novels tend to emphasize the emergence of complexity, the ability to convey complex problems in full, creating a world of "so", in contrast to the short story that is implicit is to narrate the problem briefly.<sup>9</sup> Elements is intentionally

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<sup>5</sup> Astri Hapsari. Literary Competence for the Teaching Literature in Socond Language Educational Context. Vol 5. No. 1. 30.

<sup>6</sup> Ibid.

<sup>7</sup> Pengertian Ciri Dan jenis Sastra Imajinatif, diakses dari <http://akumenuliskarenaalloh.blogspot.co.id/2013/04/pengertian-ciri-dan-jenis-sastra.html>, pada 1 mei 2018.

<sup>8</sup> Pengertian Novel, diakses dari <http://www.sumberpengertian.co/pengertian-novel-menurut-para-ahli-beserta-ciri-ciri-dan-unsur-unsurnya>, pada 1 April 2018.

<sup>9</sup> Studying Literature, diakses dari <http://www.dosenpendidikan.com>. pada 4 maret 2018.

combined with the author and made similar to that of the world obviously complete with the events in it, so it looks as it really is and happens.

A novel is an artificial condition community created by the author, then not infrequently in a the novel works have the values of the authors conveyed to the readers. A good novel that's useful for its readers is novel that provide positive values as well as educate regardless are expressed or implied in the novel itself. Thus, the literary works are having a positive educational value can be made more than just material reading.

According to Anwar Aziz in his Thesis, novel is one part of the literary type however the shape always has values. When we examine the literature well on autonomous or not autonomously, will get an educational value which is useful. The value of education contained in a novel has a variety of variations. Therefore, the value of education is a value that is considered very important in each joint of life.<sup>10</sup>

The term 'education' is a very common and a popular word that is uttered by many of us but understood by a very few in its right perspective. It is in one way or the other appears to be as old as the human race, though during the course of time, its meaning and objectives have inevitably undergone certain changes.<sup>11</sup> In etymological meaning, the word education has originated from Latin term 'Educere' which means 'to lead forth' or 'to come out.' These meanings indicate that education seeks to nourish the good qualities and draw out the best in every individual.<sup>12</sup> The term 'education' has been interpreted by different people in different ways. Some people refer to it as formal schooling or to lifelong learning. Some others refer to it as acquisition of knowledge, skills and attitudes. Some say that education is nothing, but training of people's mind in a particular direction to bring about desired changes.<sup>13</sup>

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<sup>10</sup> Anwar Aziz. "Analisis Nilai-nilai Pendidikan dalam Novel Negeri 5 Menara karya A. Fuadi," (Tesis, UN, Yogyakarta, 2012), 4.

<sup>11</sup> Wiel Fleuglers. "Moral Values in Teacher Education," 2008. Amsterdam.

<sup>12</sup> National Council of Educational Research and Training. Basics in Education. (New Delhi: Karan Press, 2014). 3.

<sup>13</sup> Ibid. 4.

According to Prof. Dr. John Dewey, education is a process of experience. Because life is growth, then education means helping the inner growth of man without being limited by age. The process of growth is the process of adjustment in each phase and adds skills to one's development through education.<sup>14</sup> M.J. Langeved also say, Education is an effort in guiding immature people into maturity. Education is an effort in helping children to carry out their life tasks, to be self-reliant and responsibly moral. Education is also defined as an attempt to achieve self-determination and responsibility.<sup>15</sup>

If education is self-development, then educational values are coherent with it. With self development, the essential components of values play their distinct roles.. Values can be defined as qualities or traits that enhance the personality of human being.<sup>16</sup> Educational values for the individual as well as for the society has a long way to tread for real advancement of learning. It has to consider the individual learner as a conscious and careful interpretor of whatever is True, Good and Beautiful in the context of the self and the society.<sup>17</sup> Because the novel being analized is American Novel, it is also inseparable from American Values.

American cultural values is value system that has allowed the United States to assimilate millions of people from diverse cultures all over the world and create a unique, enduring American identity. There are three pairs of values consisting of three reasons why immigrants have come (and still do) to the United States and three prices that are paid for these benefits.<sup>18</sup>

The first is for Individual Freedom, Americans strongly believe in the concept of individualism. They consider themselves to be separate individuals, rather than members of a close-knit, interdependent family, religious group, tribe, nation, or other group. The second is Directness, Americans tend to value, frankness and openness in their dealings with other people.

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<sup>14</sup> Pengertian pendidikan Menurut para Ahli, diakses dari <http://www.spengetahuan.com/2015/02/15-pengertian-pendidikan-menurut-para-ahli.html>. pada tanggal 3 Maret 2018. Pukul 08.00.

<sup>15</sup> Ibid.

<sup>16</sup> Dr. K. Anbazhangan, et al. *Rhythm of Life* (Delhi: Cengage, 2017), 10.

<sup>17</sup> Mohid Chakrabati, *Value Education : Changing Perspective* (Kanishka Publishers: 2003), 4.

<sup>18</sup> Vintage American Ways, diakses dari <https://vintageamericanways.com/american-values>, pada 11 Mei 2018. Pukul 11.00



They believe that conflicts and disagreements are best solved by means of forthright discussion among the people involved. Americans believe that if someone has a problem with someone else, they should tell the person clearly and in order to come up with a solution to the problem.<sup>19</sup> The third is Hard work, a competitive spirit is often the motivating factor to work harder. Americans often compete with themselves as well as others. They feel good when they "beat their own record" in an athletic event or other types of competition. Americans seem to always be "on the go", because sitting quietly doing nothing seems like a waste of time.<sup>20</sup> These values have a relationship with an Unbroken novel.

From the above values, it can be concluded that Americans believe by working hard and have individual freedom, they can take their success. Those who tend to be dependent on family, friends, and others will be deemed not ready for their future.

The values that have been discussed also have a relationship with the value of education. first, the value of social education is interconnected with the value of directness and hard work, these three values mention that with discussion and mutual cooperation will be able to solve problems quickly. They believe that conflicts and disagreements are best solved by means of forthright discussion among the people involved.

In the process of teaching and learning at school teachers including one variant of extrinsic motivation for students should be able to instill intrinsic motivation in their students. Extrinsic motivation is required for students to learn. Various ways can be done so that students are motivated to learn. In the world of education of students who have intrinsic motivation tend to be educated, knowledgeable, who have expertise in a particular field, and will easily adapt in every situation and environment. When a person has intrinsic motivation in himself, he will consciously do something independently. Given how important the education, then it is

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<sup>19</sup> American Culture, diakses dari [https://www.internationalstudent.com/study\\_usa/way-of-life/american-culture/](https://www.internationalstudent.com/study_usa/way-of-life/american-culture/), pada 26 Mei 2018. Pukul 11.00

<sup>20</sup> An Adventure in American Culture and Values, diakses dari <http://www.internationalstudentguidetotheusa.com/articles/culture.html>, pada 21 Mei 2018. Pukul 07.10

appropriate we choose and sort out entertainment that has the value of education in it including one in terms of reading a novel.<sup>21</sup>

Novel *Unbroken* is one of the literary forms tells a story a teenager named Louise Zamperini who lives without affection in the Torrence town, southern California, he expends his excess energy in stealing cars, jumping railroad boxcars, and a little light burglary. Thanks to his agility, he became a professional athlete in America. It is his first redemption. Louis trains hard and manages to make the American team as a middle-distance runner at the infamous 1936 Berlin Olympics. Back in the United States, Louis is saved from the scrap-heap of the Depression by Pearl Harbor and the US entry to the Second World War. He joins the USAF (United States Air Force), trains as an air bombardier, and flies 37 successful combat missions in a B-24 bomber in the Pacific War against Japan. Then he gets unlucky. Hit by a Zero (Japanese Fighter), Louis and his two surviving aircrew ditch a mid thousands miles of empty ocean.

In this novel, we can find three values of American culture which we discussed earlier. For example in Chapter 2, we can found a Directness value in sentence “He told the principal that Louie craved attention but got it in the form of punishment. If Louie is recognized for doing something right, Pete argued, he'd turn his life around. He asked the principal to allow Louie to join a sport.” In chapter 5, there is Independence value in sentence “Between classes, Louie, Jordan, and their friends congregated near the administration building, sitting at the foot of the statue of Tommy Trojan, the symbol of USC. On some days, they were joined by a neatly dressed Japanese émigré who lingered on the edges of the group.” In chapter 9, there is a Hard work value in paragraph “Super Man (name of American bomber) was dying. Phil could not turn it from side to side with the normal controls, and the plane was pulling upward so hard, trying to flip, that Phil could not hold it with his arms. He put both feet on the yoke and pushed as hard as

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<sup>21</sup> Anwar Aziz. “*Analisis Nilai-nilai Pendidikan dalam Novel Negeri 5 Menara karya A. Fuadi*,” (Tesis, UN, Yogyakarta, 2012), 5.

he could. The nose kept rearing up so high that the plane was on the verge of stalling. It was porpoising, up and down.”

Why the researcher choose the novel *Unbroken* as the research material of the final task is because the story in it is loaded with lots of good and useful educational values and contains the motivation to move. Also as one of the media conveys the elements of good value and motivation for teachers themselves as teachers and educators and for learners to improve the quality of education.

## **B. Statements of Problem**

1. What educational values are found in the novel Laura Hillenbrand's *Unbroken*?
2. What fictional elements are used by Laura Hillenbrand in delivering the values of education in the novel?

## **C. Objectives of Study**

1. To find out about educational values in *Unbroken* novel.
2. To know fictional elements as tool for Laura Hillenbrand's *Unbroken*.

## **D. Significance of Study**

1. Theoretical

Theoretically research on educational values that contained in the novel *Unbroken* is expected can contribute concretely to increase the repertoire references to scholarship in the field of literature and in the field of education.

## 2. Practical

### a. For public

This research is expected to be able add insight about literary works that talk about the world of education so it can be one example of referrals in terms of educating and motivate the people.

### b. For educational practitioners

This research is expected to be able provide input or contribution on the creation of variations of the next novel in order to become one of the reference materials of teaching and can take a lesson from the essence of the value of education contained in the novel.

### c. For other researcher

This research hopefully can be an input for the next research about the value of education contained in a novel.

## E. Previous Research Findings

Some researchers have report about educational value in Novels are concisely below:

First, Anwar Aziz (2012) entitled “*Analisis Nilai-nilai Pendidikan Negeri 5 Menara*” in his research he concluded there are five dimensions of the value in Novel *Negeri 5 Menara* value of divine education, the value of moral education, the value of social education, the value of cultural education and the value of aesthetic education. The value of cultural education has nine varieties, which are loving local products, proud of the native language, preserving local arts, taking care of custom homes, appreciating the



typical food, trading system, *pesantren* culture, campus culture and livelihood system. The value of aesthetic education has three variants, namely rhetorical style, figurative language style, and poem. The value of moral education has nine variants of giving advice, loving children, devoted to parents, responsible, discipline, respect for others, never give up and love the homeland. The value of social education has four variants of sympathy, sharing, friendship and kinship.

Second, Alviyanti Meisyaroh entitled “*Nilai-nilai Pendidikan dan Konflik Sosial dalam Novel Ayah*” in her research she concluded the values of education according to Purwanto can be classified into six educational values. The various values of education, namely, the value of physical education, the value of education, skills, religious education value, the value of moral education and the value of community education.

Third, Rafy Fitriani and friends entitled “*An Analysis of Moral Value in Novel Oliver Twist*” they concluded The moral values found in the novel "*Oliver Twist*" are a Steadfastness, sympathy to other, bravery, honesty, thankfulness, cooperativeness, and kindhearted. The moral values which are found in the Charles Dickens' *Oliver Twist* the novel have implications in the education. The students can learn and practice those moral values in their daily life.

Fourth, Nur Aminah (2016) entitled “*Nilai-nilai Pendidikan Cerita Rakyat dalam Buku Sastra Lisan Lampung*” she concluded the value of moral education in folklore in the book *Lisan Lampung* by A. Effendi Sanusi works very useful for humans as a form of attitude and character. There are twelve data containing the moral education value contained in the story titled *Bitan Subing*, *Kaccil Jadei Hakim*, *Tukang Kawil*, and *Si Bingung*.

## **F. Research Method**

### **1. Research Approach**

The research design used by researchers in analyzing the novel *Unbroken* is a pragmatic approach as an analytical study content. A pragmatic approach is an approach that views work literature as a means to convey a certain purpose to the reader.

### **1. Data Source**

Source of data used in this research is Novel. The document used is a novel entitled *Unbroken* and published in 2010.

### **2. Technique of Data Collection**

Data collection techniques used in this study documentation techniques. Documentation is one method of collecting qualitative data by looking at or analyzing documents made by the subject itself or by others about the subject.<sup>22</sup>

### **3. Technique of Data Analysis**

Data analysis technique used in this research is technique Content Analysis. Content analysis a research that is in-depth discussion of the contents of a written information or printed in mass media.<sup>23</sup> According to Weber, the basic understanding of content analysis is that many real words can be classified into some categories.

## **2. Organization of Thesis**

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<sup>22</sup> Penelitian Kualitatif, "*Basecamp Nongkrong Ilmu*," diakses dari <https://fitwiethayalisiyi.wordpress.com/teknologi-pendidikan/penelitian-kualitatif-metode-pengumpulan-data/>, pada 10 Desember 2018, pukul 21.00

<sup>23</sup> Andre Yuri-Nera. "*Analisis Konten*," diakses dari <https://andreyuris.wordpress.com/2009/09/02/analisis-isi-content-analysis/>, pada 21 Agustus 2018, pukul 21.20

Systematic discussion is a series of discussions covered in the content of research, where the one with the other interrelated as a unified whole, which is the sequence of each chapter.

Chapter 1, In this chapter contains a description of problem background, problem formulation, research objectives, significance of study, previous research findings, and systematics writing.

Chapter 2, In this chapter contains explanations of the theories and concepts relevant to the model used, for problem solving and used as a guide for thinking in this study.

Chapter 3, this chapter contains a research method used by researcher and data analysis. In this session, there would be a research design, data collection, data instrument, and data analysis. Many data that is needed by the researcher are collected and analyzed in this part.

Chapter 4, In this chapter contains the result of this research.

Chapter 5, In this chapter contains a conclusions of the formulation on the basis of the results of the discussion of the previous chapters, and suggestions, which concern the operational aspects, which are constructive.

## CHAPTER II

### LITERATURE REVIEW

#### A. Values

In general, value is a concept that refers to things that are considered valuable in human life, namely about what is considered good, worthy, appropriate, right, important, beautiful, and desired by society in their lives.<sup>24</sup>

##### 1. Definition of Value

Value in Greenwood Dictionary of Education means qualities based on normative judgments of good and bad, and in which there is an emotional investment. Values may be held consciously or unconsciously by groups or individuals, and they tend to influence behavior.<sup>25</sup> Value is something of precious, show the quality, and useful for human beings. Something is said to be valuable when something is precious or useful for human life. The value as an independent quality will have a permanent or unchanging effect on the object that is subjected to a value. For example, friendship as a value (positive / good) will not change its essence when there is betrayal between two friendly.

##### 2. Definition of Educational Value

Departing from the understanding of what is value and education, researchers understand that the value of education is a valuable understanding of something that can be used as a reference for every human being for the provision of a human life. The value of education is the boundary of everything that educates toward maturity, good or

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<sup>24</sup> Zakky, "Pengertian Nilai". Diakses dari <https://www.zonareferensi.com/pengertian-nilai/>. pada 11 November 2018.

<sup>25</sup> W. Collins, John and O'brien, Patricia. "Greenwood Dictionary of Education." London. 2003. 385



bad so useful for life obtained through the process of education.<sup>26</sup> Value education is the process by which people give moral values to others.<sup>27</sup> According to Haryadi, the value of education is a noble teaching according to the rules of education which is a bridge toward the achievement of educational goals.<sup>28</sup> The value of education in a novel means a noble teaching that supports the educational goals described in the elements of a narrative fictional story.

In novel there are contains lots of educational values. The amount of educational value in a novel is not everyone can pick it consciously. This is due to the wide range of literature and the extent of the study of the world of education itself. Good values are conditions that must be known consciously to achieve good education.

### 3. Various of Educational Value in Novel

Novel is one form of literary works that provide a clear explanation of the value system. According to Sukardi, the values of education in the novel are follows:<sup>29</sup>

- a. The value of Religious Education, which is a value based on religious teachings related to belief or faith, orders or restrictions that must be considered, rituals to be done and each other.
- b. The Value of Moral Education. Moral is a well-accepted public good teaching about deeds, attitudes, and duties. According to Suseno Moral is a measure of the good and bad of a person, citizen, and community. Whereas moral education is education to lure moral and humane children.<sup>30</sup> Ouska and Whellan also said, moral is the principle of good and bad that exists and is inherent in the individual / person. Even

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<sup>26</sup> Dian. "Nilai-nilai dalam Pendidikan," diakses dari <https://griyawardani.wordpress.com/2011/05/19/nilai-nilai-pendidikan/>, pada 9 April 2018, pukul 08.30

<sup>27</sup> Powney, J., Cullen, M-A., Schlapp, U., Johnstone, M. & Munn, P. *Understanding value education in the primary school*. New York: Reports Express. p. vii

<sup>28</sup> Haryadi. *Manfaat Sastra Lisan Nusantara dalam Pembangunan Pendidikan*. Cakrawala Pendidikan. 1994.

<sup>29</sup> Sukardi. *Nilai-nilai Pendidikan Budi Pekerti dalam Dongengan Sulawesi Selatan*. Jakarta: 1997. 79.

<sup>30</sup> Pengertian, Nilai, Moral dan Norma, diakses dari <http://coretanseadanya.blogspot.com/2012/09/pengertian-nilai-moral-dan-norma-dalam.html>, pada 20 Oktober 2018. Pukul 18.30

though morality is within the individual, but morality is in a system of rules.<sup>31</sup>

Values in moral education must be owned by every human being in order to become a whole and dignified person so as to be different from other beings in this universe.

- c. Value of Social Education. The value of social or social education is closely related to other educational values. The value of social education is more directed to how a person's behavior patterns in community life. Woods defines social value as a general guideline that has been going on for a long time, which directs behavior and satisfaction in daily life. Drs. Suparto stated that social values have a general function in society. Among these values can contribute to a set of tools to direct people to think and behave.<sup>32</sup>
- d. Value of Cultural Education. Culture is the result of the activities and creation of human thoughts (thoughts) such as belief, art, and manners. The value of cultural education means that through literary work, a culture of a particular group of people or nations can be recognized and recognized, so that students can obtain the cultural knowledge of the nation or its predecessor generation.
- e. Value of Aesthetic Education. Aesthetically meaning beauty or all things is beautiful. Herbert Read defines that beauty is a unity and form relationship relations that exist between the perception of our sensory. In general, people assume that what is beautiful is art or that art will always be beautiful, and that what is not beautiful is not art. This kind of view will make it difficult for society to appreciate art, because art does not always have to be beautiful.<sup>33</sup> Aesthetic value emerges as one of the goals of the creation of a literary work because essentially literature is an aesthetic object that is able to evoke the aesthetic experience of its readers. In

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<sup>31</sup> Ibid

<sup>32</sup> Amrisa nurul Aini, "*Nilai-nilai Sosial Budaya sebagai Faktor Pembentuk Kepribadian Bangsa*," (Artikel, Universitas Lampung, Lampung, 2011), 4

<sup>33</sup> Rahma, "*Pengertian Estetika menurut para Ahli*", diakses dari <https://ilmuseni.com/dasar-seni/pengertian-estetika-menurut-para-ahli>, pada 1 September 2018. Pukul 12.00

literary works the reader will certainly find the style of language used by the author.

Language style has various types, as follows:<sup>34</sup>

- Personification

Personification is language style that compares inanimate matter as if it were like a living being.

- Metaphor

Metaphor is style which expresses the comparison of two things or objects that are not the same as a combination of equations.

- Hyperbole

Hyperbole is a language style that explains things excessively compared to its origin.

- Simile

Simile is a language style who compares two words or objects that clearly explicitly have similar characteristics.

- Cynicism

Cynicism is the expression of the style of language used to openly satirize someone.

## **B. American Values**

Laura Hillenbrand's *Unbroken* is written by American people, it is good informed by the role of American Value. American value is system that has allowed the United States to assimilate millions of people from diverse cultures all over the world. There are three pairs of values consisting of three reasons why immigrants have come (and still do) to the United States and three prices that are paid for these benefits. There are six basics of American culture values.

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<sup>34</sup> Shafira, Nurlita. "Macam-macam Majas," diakses dari <https://thegorbalsla.com/macam-macam-majas/>, pada 20 Oktober 2018. Pukul 18.30

a. Individual Freedom

Americans strongly believe in the concept of individualism. They consider themselves to be separate individuals, rather than members of a close-knit, interdependent family, religious group, tribe, nation, or other group.<sup>35</sup>

b. Directness

Americans tend to value, frankness and openness in their dealings with other people. They believe that conflicts and disagreements are best solved by means of forthright discussion among the people involved.<sup>36</sup>

c. Hard work

A competitive spirit is often the motivating factor to work harder. Americans often compete with themselves as well as others.<sup>37</sup>

d. Privacy

Closely associated with the value of privacy. Americans assume that most people "need some time alone" to think about things or recover their spent psychological energy. Americans also assume that people have their "private thoughts" that might be shared with anyone.<sup>38</sup>

e. Time

Americans place considerable value on punctuality. They tend to organize their activities by means of schedules. As a result they may sometimes seem hurried, always running from one thing to the next, and not able to relax and enjoy themselves. Foreign

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<sup>35</sup> American Culture, diakses dari [https://www.internationalstudent.com/study\\_usa/way-of-life/american-culture/](https://www.internationalstudent.com/study_usa/way-of-life/american-culture/), pada 26 Mei 2018, pukul 12.30

<sup>36</sup> Ibid.

<sup>37</sup> Vintage American Ways, diakses dari <https://vintageamericanways.com/american-values>, pada 11 Mei 2018, pukul 12.40

<sup>38</sup> American Values and Assumptions, diakses dari <https://international.uiowa.edu/issc/community/american-values-and-assumptions>, pada 1 Juni 2018, pukul 20.00



observers sometimes see this as being "ruled by the clock." Other times they see it as a helpful way of assuring things get done.<sup>39</sup>

f. Goodness of Humanity.

The future cannot be better if people in general are not fundamentally good and improvable. Americans assume that human nature is basically good.<sup>40</sup>

### C. Literature

Literature is inseparable from how the definition of literature itself. Although many intellectuals have perceived what it is literature, but the literary review itself is still interesting to always be discussed. Literary works have a connection in human life and all the various problems. The content in the literature itself is strung from a beautiful language, containing inner experience and imagination that comes from the experience of an author. According to Mursal Esten, Literature is the disclosure of artistic and imaginative facts as manifestations of human life through language as medium and has a positive effect on human life (humanity).<sup>41</sup> Reading literary work is different from reading other types of discourse such as newspaper article, an academic journal or textbooks, in which the readers are exposed to certain information without any symbolism or rhythmical choice of words.

Reading literary text requires someone to have an "implicit understanding of the operations of literary discourse which tells one what to look for".<sup>42</sup> As a result, the readers have to understand the semiotic signs and the culture which is implicitly written in order to grasp the meaning of a literary work. Literature and values are two complementary social phenomena in their essence as existential. The unity of values and literature cannot be

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<sup>39</sup> Ibid.

<sup>40</sup> Ibid.

<sup>41</sup> Bobsusanto, "Pengertian Sastra Menurut para Ahli dan Fungsi," *Seputar Pengetahuan*, diakses dari <http://www.spengetahuan.com>, pada 3 maret 2018, pukul 18.30

<sup>42</sup> Astri Hapsari. "Literary Competence for the Teaching of Literature in Second Language Educational Context". *Journal of English and Education*, Vol. 5 No.. 30

separated but can be studied for a purpose. Literature as a product of life contains many values; aesthetic, social, philosophy, religion, and so on both from revealing and having a new concept. Literature not only enters the space and values of personal life, but also the values of human life in the total sense.

#### **D. Education**

Education is a process of inviting truth and possibility, of encouraging and giving time to discovery.<sup>43</sup> In etymological meaning, the word education has originated from Latin term '*Educere*' which means 'to forward' or 'to come out.' These meanings indicate that education seeks to nourish the good qualities and draw out the best in every individual.<sup>44</sup> According to Prof. Dr. John Dewey, education is a process of experience. Because life is growth, then education means helping the inner growth of man without being limited by age. The process of growth is the process of adjustment in each phase and adds skills to one's development through education.<sup>45</sup> Ki Hajar Dewantara defines education as an effort to promote the character of mind, mind and body of children, in order to promote the perfection of life and children who live in harmony with nature and society.<sup>46</sup> M.J. Langeved also say, Education is an effort in guiding immature people into maturity. Education is an effort in helping children to carry out their life tasks, to be self-reliant and responsibly moral. Education is also defined as an attempt to achieve self-determination and responsibility.<sup>47</sup> Education according to the researchers themselves is a process of

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<sup>43</sup> Mark K Smith, *What is Education?*, diakses dari <http://infed.org/mobi/what-is-education-a-definition-and-discussion/>, pada 1 Juni 2018, pukul 13.00

<sup>44</sup> National Council of Educational Research and Training "*Basics in Education*," (New Delhi: Karan Press, 2014). 3.

<sup>45</sup> Bobsusanto, "*Pengertian Pendidikan Menurut para Ahli*", diakses dari <http://www.spengetahuan.com/2015/02/15-pengertian-pendidikan-menurut-para-ahli.html>, pada tanggal 24 Maret 2018, pukul 13.30

<sup>46</sup> Ibid

<sup>47</sup> Bobsusanto, "*Pengertian Pendidikan Menurut para Ahli*," diakses dari, <http://www.spengetahuan.com/2015/02/15-pengertian-pendidikan-menurut-para-ahli.html>, pada tanggal 10 April 2018, pukul 19.00

transfer of experience and will of the good, in the broadest sense, ever obtained by adults to the next generation for a sustained goodness by *hominization* and *humanization*. Education is a requirement in life to achieve a better life over time and from a generation for the next generation.

According to Martin Luther King, the function of education is to teach one to think intensively and to think critically. Intelligence plus character, that is the true goal of education.<sup>48</sup>

Bloom also stated that, education can have three main goals: cognitive, affective and psychomotor. Cognitive is related to the ability of his brain or intellectual - mental learners. Affective is related to the attitudes and feelings and moral values of learners. And last is psychomotor that concerns motor ability learners.<sup>49</sup> Education should help people to know and act as human beings. Ki Hajar Dewantara as the father of education Indonesia also formulated the essence of education as a parent's business for his children with the intention to support the progress of his life, in the sense of improving the growth of spiritual and physical power that is in children.<sup>50</sup>

Parents who provide education to their children will teach everything that is thought good also true based on education and experience that has been experienced. A teacher will teach a thing to the students in accordance with what he has obtained in school according to his understanding that arises until while educating. A literary author (in this case a novel) who wishes to provide educational value in his work will convey the value of education through the elements of the novel builder of an area and flexible motion of his imagination.

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<sup>48</sup> Curko, Bruno. "*Ethics and Value Education*." 2015. 8

<sup>49</sup> Wulan Dary, "*Pengertian Pendidikan, Manfaat, dan Tujuan menurut para Ahli*," diakses dari <http://www.learniseasy.com/pengertian-pendidikan-tujuan-manfaat-pendidikan-menurut-para-ahli.html>, pada 1 April 2018, pukul 08.00

<sup>50</sup> Driyarkara. "*Pengertian Pendidikan*," diakses dari <http://anastasiakristanti.blogs.uny.ac.id/2015/09/27/pengertian-pendidikan-menurut-kh-dewantara-dan-driyarkara/>, pada 1 Juni 2018, pukul 08.00

The educational dimension embodied in literary works can reach more people from various circles than the work of the scientific study itself. This happens because literary works can convey everything through the world of taste-entertained specialist.

## **E. Novel**

Novel is long prose essays contain a series of stories of one's life with those around him by highlighting the nature of each actor.<sup>51</sup>

### **1. Definition of Novel**

The word novel comes from the Italian novella (in German *novelle*, and in English novel) which literally means a small new item. According to Atar Semi, novel is expressing a concentration of life at a time of tension and a firm concentration of life. The novel is a work of fiction that features a deeper and more delicate aspect of humanity.<sup>52</sup> According to Sayuti, Novels are often disputed with short stories, the difference being that short stories focus on intensity, while novels tend to be expanding. Good novels tend to emphasize the emergence of complexity, the ability to convey complex problems in full, creating a world of "so", in contrast to the short story that is implicit is to narrate the problem briefly.<sup>53</sup>

It can be concluded that the novel is a long prose textbook containing a series of life stories that attempt to describe or describe the lives of its characters with various elements that support it in order to highlight the nature of the culprit.

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<sup>51</sup> Kamus Besar Bahasa Indonesia, diakses dari <https://kbbi.web.id/novel>, pada 6 April 2018, pukul 09.00

<sup>52</sup> Setyawan, Budi, "*Pengertian Novel dan menurut para Ahli*," diakses dari <http://www.artikelsiana.com/2017/07/Novel-pengertian-unsur-menurut-para-ahli.html>, pada 6 April 2018, pukul 08.30

<sup>53</sup> Studying Literature, diakses dari <http://www.dosenpendidikan.com>, pada 6 maret 2018.



## 2. Novel Elements

There are 7 elements in Novel, as follows :

### a. Theme.

The theme is the basic story or general idea of a novel. Theme can also be called the main idea or main goal. Based on the basic story or main idea, the author will develop the story. Therefore, in a novel there will be a central theme and additional theme. The reader should be able to determine the central theme of a novel. The central theme is a theme that can meet or cover the content of the whole story. The central theme that is the overall meaning of the story is not hidden, but is hindered by the stories that support the theme. Then the reader should be able to identify from each story and be able to separate between the central theme and additional themes.<sup>54</sup>

### b. Plot

A story is a series of events that are compositions of smaller events. This series of events must be logical and related to each other. Thus it can be concluded that the plot is a series of events based on logically causal relationships.

### c. Setting / Background

Background is the place, time and social situation in which a story occurs. Background includes the geographic environment, household, work, objects or tools related to the occurrence of events. According Siswandarti, background is a representation of the place, time, and situation or atmosphere of an event. Based on this understanding the background can be concluded as a representation of the place, time, and atmosphere of an event in a fiction.<sup>55</sup>

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<sup>54</sup>Dedik, "*Unsur Intrinsik dan Ekstrinsik*", diakses dari <http://dedikbaihaqi.blogspot.com/2015/11/pengertian-unsur-intrinsik-dan-ekstrinsik-menurut-para-ahli-dan-daftar-pustakanya.html>, pada 11 April 2018

<sup>55</sup> Ibid.

d. Title

The title is the name of the story that implies in short the content or intent of a story. Titles are sometimes based on the name of the actor, the theme of the story or the background. The importance of the existence of the title in the novel is to be able to imply briefly the content of the story and intent so that the person who hears or reads the story can easily remember.

e. Language Style

Language style is a way of expressing someone unique to an author. Style is a typical way of getting a certain effect by engaging the thoughts and feelings in the use of the language richness of a speaker in the oral author in the form of writing.

f. Character / Figure

The figure is the perpetrator contained in a fiction. Characterization allows for the provision of attitudes, attitudes and behaviors that affect the course of the story.<sup>56</sup> In accordance with his involvement in the story, the character is distinguished between the main character (central) and the additional character (supporting).

g. Viewpoint

The point of view is the author's place in relation to the story from which the narrator tells his story.<sup>57</sup>

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<sup>56</sup> Zulfahnur, Z. F. *Teori Sastra*. 1997. 35.

<sup>57</sup> Zulfahnur, Z. F. *Teori Sastra*. 1997. 36.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Approach

The research design used by researcher in analyzing the novel *Unbroken* is a pragmatic approach as an analytical study content. A pragmatic approach is an approach that views work literature as a means to convey a certain purpose to the reader. Pragmatic approach has benefits to the function of literary works in society, development and dissemination so that the benefits of literary work can be felt. In addition to using the pragmatic approach researchers also do content analysis. Another definition says that the pragmatic approach is a literary study approach that focuses on the study of the role of the reader in receiving, understanding, and living literary works. The reader has a very important role in determining a work that is literary or not.<sup>58</sup>

At a certain stage the pragmatic approach has a close relationship with sociology, namely in the discussion of the reading community. The pragmatic approach possesses the benefits of the functions of literary works in society, its development and dissemination, so that the benefits of literary work can be felt. With the reader indicator and literature work, the aim of the pragmatic approach is to benefit the reader.<sup>59</sup>

#### B. Data Source

Data sources are divided into 2, primary data and secondary data.

##### a. Primary data

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<sup>58</sup> Analisis sastra dengan pendekatan pragmatic. "*Teach and learn*," diakses dari <https://lotusfeet16.wordpress.com/2015/06/18/analisis-sastra-dengan-pendekatan-pragmatik/>, pada 28 September 2018, pukul 12.30

<sup>59</sup> Novel Analysis Using a Pragmatic Approach. "*Berkawan dengan Awan*," diakses dari <http://awandankawan.blogspot.com/2014/01/analisis-novel-menggunakan-pendekatan.html>, pada 26 September 2018. Pukul 20.10

Source of primary data in this research is Novel. The document used is a novel entitled Unbroken and published in 2010.

b. Secondary data

Secondary data from this study consisted of several books, journals, and websites. All of this data is taken from various references and other sources. Both electronic journals and printed sources are available in the library. In addition, some relevant articles are also used as secondary data.

Because of the limited resources in the form of English-language books, there are many Indonesian books included and used in this secondary data collection. Moreover, sources from journals and web in the form of English are also limited.

### C. Technique of Data Collection

Data collection techniques used in this study is documentation techniques. Documentation is one method of collecting qualitative data by looking at or analyzing documents made by the subject itself or by others about the subject.<sup>60</sup> The data is read and then analyzed which ones including the value of education and how its category.

### D. Technique of Data Analysis

Data analysis technique used in this research is Content Analysis. Content analysis a research that is in-depth discussion of the contents of a written information or printed in

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<sup>60</sup> Penelitian Kualitatif, “*Basecamp Nongkrong Ilmu*,” diakses dari <https://fitwiethayalisi.wordpress.com/teknologi-pendidikan/penelitian-kualitatif-metode-pengumpulan-data/>, pada 10 Desember 2018, pukul 21.00

mass media.<sup>61</sup> According to Weber, the basic understanding of content analysis is that many real words can be classified into some categories. Each category is made based on the similarity of the meaning of the word, and the similarity of the meaning of the word of each text or conversation.<sup>62</sup> Here are the steps of the content analysis :

1. Identify data sources.
2. Develop categories.
3. Code data.
4. Assess reliability.
5. Analyze results.<sup>63</sup>

## E. Codes of Educational Value

As part of the artwork, the novel has various elements like other works of art. As a work of art, the novel contains messages or values that can influence a person's behavior. The codes of values education are as follows:

### a. Value of religious Education

Religion is an awareness that deepens in the depths of the human heart as human nature. Religion is not only about the aspect of life outwardly but also involves the whole of the whole human person in the integration of the relationship into the oneness of God.<sup>64</sup> Religious values in literary works are individual and personal.

### b. Value of Moral Education

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<sup>61</sup> Andre Yuri-Nera. "Analisis Konten," diakses dari <https://andreyuris.wordpress.com/2009/09/02/analisis-isi-content-analysis/>, pada 21 Agustus 2018, pukul 21.20

<sup>62</sup> Yudomahendro. "Content Analysis," diakses dari <https://yudomahendro.wordpress.com/2011/08/03/mengenai-analisis-isi-content-analysis/>, pada 21 Agustus 2018, pukul 21.50

<sup>63</sup> *Content Analysis: Principles and Practices*. United States Government Accountability Office, 2013.16.

<sup>64</sup> Dian. "Nilai-nilai Pendidikan," Griya wardani, diakses dari <https://griyawardani.wordpress.com/2011/05/19/nilai-nilai-pendidikan/>, pada 26 Agustus 2018, pukul 10.30

Moral is the ability of a person to distinguish between good and bad. The moral values contained in works of art aim to educate humans to recognize ethical values is the value of good and bad deeds, what should be avoided, and what must be done, so as to create a good, harmonious, and beneficial for that person, society, environment, and the natural surroundings.<sup>65</sup> Moral education is an effort that is carried out in a planned manner to change attitudes, behavior, actions, behaviors carried out by students in order to be able to interact with the community environment in accordance with the moral and cultural values of the local community.<sup>66</sup>

#### c. Value of Social Education

The value of social or social education is closely related to other educational values. The value of social education is more directed to how a person's behavior patterns in community life.<sup>67</sup> Social value has a major influence in community life. Individual or group actions create a harmonious social life because of social values. So important is social value that without value, life can be chaotic. Norms cannot stand if there is no value. According to C. Kluckhohn, social values are basically about five main problems, as follows:<sup>68</sup>

- Value about the nature of human life.
- Value about the nature of human work.
- Value regarding the nature of human position in time and space.
- Value about the nature of human relations with the surrounding environment.
- Value about the nature of human relations with each other.

#### d. Value of Cultural Education

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<sup>65</sup> Ibid.

<sup>66</sup> Goen Anggun,, "Tantangan Pendidikan Moral di Era Globalisasi," *Learning is a Journey of Life*, diakses dari <https://goenable.wordpress.com/tag/pentingnya-menumbuhkan-pendidikan-moral-di-era-globalisasi/>, pada 22 Agustus 2018, pukul 09.00

<sup>67</sup> Sukardi. *Nilai-nilai Pendidikan Budi Pekerti dalam Dongengan Sulawesi Selatan*. Jakarta: 1997. 79.

<sup>68</sup> Sosiologi dan Norma Masyarakat. *Siswapedia*, diakses dari <https://www.siswapedia.com/nilai-dan-nilai-sosial/>, pada 22 Agustus 2018, pukul 10.00



Culture as a result of human thought, in terms of its various forms and manifestations, is known throughout history as human property that is not rigid, but always develops and changes and fosters humans to adapt to the cultural changes and challenges of traditional times to enter modern times.<sup>69</sup> Cultural values are something that is considered good and valuable by a group of people or ethnic groups that are not necessarily seen either by community groups or other ethnic groups because cultural values limit and characterize a society and its culture.



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<sup>69</sup> Pendidikan dan Kebudayaan, diakses dari <https://pendidikankebudayaan.wordpress.com/>, pada 22 Agustus 2018, pukul 09.00

## CHAPTER IV

### RESEARCH RESULTS

Based on the problems formulated, the results of the study include the values of education contained in the novel *Unbroken* and the use of fictional elements that are used as a means of expressing educational values in the novel. The results of the study are presented in the form of descriptive data. They are as follows :

#### F. Educational Values in novel *Unbroken*

Table 1. Value of Religious Education

| No | Quote   | Page | Information  |
|----|---|------|--------------|
| 1  | That night, before he tried to sleep, Louie prayed. He had prayed only once before in his life, in childhood, when his mother was sick and he had been filled with a rushing fear that he would lose her. | 124  | Pray to God  |
|    | Louie prays that God will help himself and his friend in the cruelty of war.  |      |              |
| 2  | Phil never spoke of his faith, but as he sang hymns over the ocean, conjuring up a protective God, perhaps rescue felt closer, despair more distant.  | 134  | Faith in God |
|    | Phil believes when he sings hymns, then God's help will get closer.   |      |              |

|   |   |     |                                       |
|---|---|-----|---------------------------------------|
| 3 | He began to pray aloud. He had no idea how to speak to God, so he recited snippets of prayers that he'd heard in movies. Phil bowed his head as Louie spoke, offering "Amen" at the end. Mac only listened. | 135 | Pray to God                           |
| 4 | They bowed their heads together as Louie prayed. If God would quench their thirst, he vowed, he'd dedicate his life to him  | 138 | Pray to God,<br>asking God to<br>help |
| 5 | Slipping between cool, clean sheets, their stomachs full, their sores soothed, they were deeply grateful to have been received with such compassion.  | 145 | Grateful                              |
|   | The American troops were very grateful to be able to survive even though they were prisoners of war by Japan  |     |                                       |
| 6 | ....he prayed for himself and Phil, vowing that if God would save them, he would serve heaven forever.  | 149 | Pray to God                           |
| 7 | Louie spent hour after hour in prayer, begging for God to save him.   | 224 | Pray to God,<br>asking God to<br>help |
| 8 | Louie lingered in his bunk, fading and praying.   | 267 | Praying                               |

|    |   |     |                               |
|----|---|-----|-------------------------------|
| 9  | Darkness doesn't hide the eyes of God," Graham said. "God takes down your life from the time you were born to the time you die.   | 326 | Faith in God                  |
|    | Graham believes that God governs human life.  |     |                               |
| 10 | Why, Graham asked, is God silent while good men suffer? He began his answer by asking his audience to consider the evening sky. "If you look into the heavens tonight, on this beautiful California night, I see the stars and can see the footprints of God. | 327 | Faith in God                  |
|    | Graham believes that God governs human life.  |     |                               |
| 11 | What God asks of men, said Graham, is faith. His invisibility is the truest test of that faith. To know who sees him, God makes himself unseen.   | 327 | Faith in God                  |
|    | From the graham statement it can be concluded that faith is demanded by God from humans.  |     |                               |
| 12 | God works miracles one after another," he said. "... God says, 'If you suffer, I'll give you the grace to go forward.   | 327 | Practice the teachings of God |

From the table above, it can be concluded that some of these novel characters believe in the existence of God with all of his perfect qualities and are reflected in his words and actions.

Table 2. Values of Moral Education

| No | Quote  | Page | Information   |
|----|--|------|---------------|
| 1  | In 1919, when two-year-old Louie was down with pneumonia, he climbed out his bedroom window, descended one story, and went on a naked tear down the street with a policeman chasing him and a crowd watching in amazement. Soon after, on a pediatrician's advice, Louise and Anthony decided to move their children to the warmer climes of California. | 16   | Love children |
|    | from the quote above, it can be concluded that parents are willing to do anything for the good of their children.  |      |               |
| 2  | Frustrated at his inability to defend himself, he made a study of it. His father taught him how to work a punching bag and made him a barbell from two lead-filled coffee cans welded to a pipe.   | 20   | Never give up |

|   |  |     |                                      |
|---|--|-----|--------------------------------------|
| 3 | He asked Jimmie if he lived there, and Jimmie said no. He explained that he was concerned about the poverty of his Japanese homeland and was going to Torrance to give lectures to locals of Japanese ancestry, encouraging them to send money and foil from cigarette packs and gum wrappers to Japan to help the poor. | 46  | Love the homeland and be responsible |
|   | From the quote above it can be concluded that Jimmy has a noble heart.   |     |                                      |
| 4 | She was studying to be a teacher.  | 60  | Diligent and disciplined             |
|   | By studying Cynthia was sure that she would be able to pursue her goals as a teacher.  |     |                                      |
| 5 | Remembering what he had learned in Boy Scouts and his Honolulu first aid course, Louie ran his fingers down Phil's throat until he felt a pulse, the carotid artery.   | 116 | Having great soul                    |
|   | Armed with his knowledge during training, Louie always helped Phil who was seriously injured.  |     |                                      |



|   |   |     |               |
|---|---|-----|---------------|
| 6 | As a toddler, Louie had leapt from a train and watched it bear his family away, yet had remained cheerfully unconcerned about his safety, suggesting that he may have been a born optimist.   | 134 | Confidence    |
|   | Louie believes that she has an optimistic nature from birth   |     |               |
| 7 | Louie remembered the advice of the old man in Honolulu: Make a threatening expression, then stiff-arm the shark's snout. As the shark lunged for his head, Louie bared his teeth, widened his eyes, and rammed his palm into the tip of the shark's nose. The shark flinched, circled away, then swam back for a second pass. Louie waited until the shark was inches from him, then struck it in the nose again. | 140 | Never give up |

|    |   |     |                    |
|----|---|-----|--------------------|
| 8  | <p>The 1941 Japanese Military Field Code made clear what was expected of those facing capture: “Have regard for your family first. Rather than live and bear the shame of imprisonment, the soldier must die and avoid leaving a dishonorable name.” As a result, in many hopeless battles, virtually every Japanese soldier fought to the death.</p> | 174 | Love the homeland, |
|    | <p>The above quote explains that Japanese soldiers have the principle of better dying than losing the honor.</p>  |     |                    |
| 9  | <p>On July 13, Louise felt a wave of urgency. She penned a letter to Major General Willis Hale, commander of the Seventh Air Force. In it, she begged Hale not to give up searching; Louie, she wrote, was alive. Unbeknownst to Louise, on that same day, Louie was captured.</p>  | 189 | Love children      |
| 10 | <p>Sasaki bid Louie a friendly farewell, offering some advice: If interrogated, stick to the story he’d</p>   | 204 | Give advice        |

|    |  |     |   |
|----|--|-----|---|
|    | told on Kwajalein.   |     |   |
| 11 | “He suddenly saw after he hit a few men that he was feared and respected for that,” said Wade. “And so that became his style of behavior.”   | 211 | Respect                                 |
| 12 | Fitzgerald labored alongside his men and tangled with the foremen to protect them. Once, during a nonstop fourteen-hour shift, he ordered the POWs to stop and told the foreman that he wouldn’t let his men work until they were fed. | 250 | Having great soul, Sacrifice for others |
|    | From the quote above, Fitzgerald has a great soul and dares to guff the foreman for the good of his men.   |     |   |
| 13 | He felt his consciousness slipping, his mind losing adhesion, until all he knew was a single thought: He cannot break me. Across the compound, the Bird had stopped laughing.  | 261 | Never give up                           |
|    | Despite serving a severe punishment Louie remained convinced that he would survive.  |     |   |
| 14 | Five more minutes passed, then ten.  | 261 | Never give up                           |

|    |   |     |                                  |
|----|---|-----|----------------------------------|
|    | Louie's arms began to waver and go numb. His body shook. The beam tipped. The guard jabbed Louie with his gun, and Louie straightened up.   |     |                                  |
| 15 | Commander John Fitzgerald had been in Japanese custody since April 1943. For two and a half years, he'd been forced to grovel before sadists and imbeciles as he tried to protect his men. He'd been starved, beaten, and enslaved, given the water cure, had his fingernails torn out. | 280 | Sacrifice for others             |
| 16 | Watanabe was startled. He said something about Zamperini being a good man, and how he Watanabe hated war. He said that his central concern had been protecting the POWs, because civilians would have killed them if they had escaped.  | 345 | Running the mandate, responsible |
|    | Watanabe was willing to torture prisoners with the intention of protecting them from being killed by civilians.   |     |                                  |

From the table above, it can be concluded that moral is a benchmark. Moral can be used to measure the level of good and bad human actions. The moral message that can be learned in Unbroken novels is wherever, whatever, and with anyone, still never give up in the face of trials.

Table 3. Values of Social Education

| No | Quotes   | Page | Information     |
|----|--|------|-----------------|
| 1  | Louie found a discarded strip of metal, climbed on his friend's shoulders, pried a vent open, squirmed out, and helped his friend out, badly cutting himself in the process. | 24   | Help each other |
|    | Help each other even in difficulties.  |      |                 |
| 2  | They worked together with seamless efficiency, and judging by their training scores, in the grim business of bombs and bullets, there was no - better crew in the squadron.  | 64   | Work together   |
|    | Work together for the best.  |      |                 |
| 3  | Worn out from the mission and hours spent helping at the infirmary, Louie walked to a grove of coconut trees where there were tents that served as barracks.                 | 101  | Help each other |



|   |  |     |                                   |
|---|--|-----|-----------------------------------|
|   | Louie is willing to spend time helping people in need.   |     |                                   |
| 4 | A few men climbed from their shelters to help the wounded and douse fires.   | 102 | Work together,<br>Help each other |
| 5 | Louie felt deep relief, believing that at a POW camp, he would be treated under the humane rules of international law, put in contact with the Red Cross, and allowed to contact his family. Phil, too, was told that he was going to Yokohama. He was amazed and hopeful. | 167 | Family                            |
|   | Louie felt grateful to be treated well even though she was a prisoner. This shows that everyone has a family nature.   |     |                                   |
| 6 | Pete was still in San Diego, training navy recruits. The stress wore on him. Sometimes he drove to Torrance to visit his family, and when he arrived, everyone quietly worried about how thin he was   | 190 | Sympathetic,<br>Family            |
|   | From the quote above it can be concluded that humans have sympathy.  |     |                                   |

|   |   |     |                        |
|---|---|-----|------------------------|
| 7 | In December 1943, the family prepared to celebrate their first Christmas without Louie. The mailman knocked at the door each day to deliver a harvest of cards and letters, most of them offering sympathy. | 191 | Sympathetic,<br>Family |
| 8 | Please write as often as you can and in doing so, send me snapshots of everyone. In my lonesome hours nothing would be more appreciated than to look at pictures of the family.                             | 228 | Kinship                |
|   | The quotation above concludes that Louie misses his family that is still gathering enthusiasm in Japan.   |     |                        |

From the results of the table above, it can be concluded that social is a life order in the form of a rule between the relationship between humans with another humans, and humans with surroundings.

Table 4. Values of Cultural Education

| No | Quotes | Page | Information |
|----|--------|------|-------------|
|----|--------|------|-------------|

|   |   |     |   |
|---|---|-----|---|
| 1 | On August 19, as some four million Japanese waved handkerchiefs and shouted “ <u>Banzai!</u> ” the <i>Zeppelin</i> circled Tokyo and sank onto a landing field.   | 16  | Language  |
|   | Banzai is a form of greeting used by the Japanese emperor.  |     |   |
| 2 | For self-preservation, Louie and Phil studied everything they heard, developing small Japanese vocabularies. <i>Kocchi koi</i> meant “come here.” <i>Ohio</i> was a greeting, used by the occasional civil guard. | 162 | Language,<br>how to greet<br>Japanese<br>people |
|   | <i>Kocchi Koi</i> is similar with "follow me."  |     |   |
| 3 | Phil learned that <u>mizu</u> meant water, but the knowledge got him nowhere; his cries for <u>mizu</u> were ignored  | 162 | Language  |
| 4 | Watanabe combined beatings with acts meant to batter men’s psyches. He forced men to bow at pumpkins or trees for hours. He ordered a clergyman POW to stand all night saluting a flagpole,                       | 212 | Language  |

|   |  |     |                 |
|---|--|-----|-----------------|
|   | shouting the Japanese word for “salute,” <i>keirei</i> ; the experience left the man weeping and out of his mind.  |     |                 |
| 5 | It was the Bird’s favorite pastime to send guards bursting into a barracks ahead of him, screaming <i>Keirei!</i> He would then race in to choose his victim. Sitting far from the door didn’t ensure safety; the Bird loved to leap through open windows. | 214 | Language        |
| 6 | To get anywhere in camp, other than the <i>benjos</i> behind the barracks, POWs had to step into the Bird’s view.  | 214 | Japanese toilet |
|   | <i>Benjo</i> is a Japanese Toilet.   |     |                 |
| 7 | “Oh God, God, an American plane!” someone shouted. The guards looked stricken. Martindale heard them speaking to each other in high agitation. One phrase stood out: “ <i>B niyu ku.</i> ”   | 222 | Language        |
|   | “ <i>B Niyu Ku</i> ” means B-29 (American Bomber Plane).   |     |                 |

|    |   |     |                             |
|----|---|-----|-----------------------------|
| 8  | <p>The bombers flew on, imperious.</p> <p>The Bird watched the scene with a stricken face. "<u>Hikoki dame</u>," he said. "<u>Hikoki dame</u>." Japan's planes, he was lamenting, were no good.</p>   | 233 | Language                    |
|    | "Hikoki dame" means Awesome.  |     |                             |
| 9  | <p>He arrived there with his trademark flourish, bursting through a door and shouting, "<u>Nanda!</u>" at a group of startled POW officers, demanding to know what they were doing.</p> <p>Immediately, he set to beating the officers day and night. The POWs there called him "the Knob."</p> | 255 | Language                    |
|    | Nanda in English means "what?"  |     |                             |
| 10 | <p>He dug through the men's possessions. Under the <u>tatami</u> mat of an English officer, he found a piece of paper on which were listed the crimes of each of the Japanese officials. When the Bird looked up, he saw the man sneering at him.</p>   | 263 | Japanese<br>traditional Mat |



|    |  |     |                               |
|----|--|-----|-------------------------------|
| 11 | Naoetsu became a festival of rapid-fire diarrhea. The <u>benjo</u> lines wound everywhere, and men unable to wait began dropping their pants and fertilizing Japan wherever the spirit moved them. Then they went right back to happy feasting.  | 279 | Japanese toilet               |
| 12 | The Naoetsu Pows had control of the train. At every town on the line, the train squealed to a stop and the men piled off, then piled back on, laden with liberated <u>sake</u> and whatever else they could steal.   | 282 | Japanese wine                 |
|    | Sake is a typical Japanese liquor.   |     |                               |
| 13 | One had him shot by American GIs; another had him being struck and killed by a train after an American soldier tied him to the track. But the most persistent stories ended in his suicide, by gunshot, by <u>hara-kiri</u> in front of the emperor's palace, by a leap into a volcano. For nearly everyone who had known him, | 322 | Japanese style<br>for suicide |

|  |   |  |  |
|--|---|--|--|
|  | there was only one plausible conclusion to draw from the failure of the massive search.   |  |  |
|  | <i>Hara-kiri</i> is a form of suicide ritual carried out in Japan by tearing the stomach to restore good name after failure when carrying out duties and / or mistakes for the benefit of the people. |  |  |

From the table above it can be concluded that the values of Japanese culture are very thick in this novel.

Table 5. Values of aesthetic education

| No | Quotes | Page | Information |
|----|--------|------|-------------|
|----|--------|------|-------------|

|   |  |    |           |
|---|--|----|-----------|
| 1 | Anthony popped the cork on a bottle of wine and began filling glasses and singing out toasts, smiling, said one reveler, like a “jackass eating cactus.” A moment later, Louie’s voice came over the airwaves, calling a greeting to Torrance. | 33 | Hyperbole |
|   | "jackass eating cactus" a sentence that feels exaggerated.   |    |           |
| 2 | Louie made a habit of sitting next to the mountainous shot putter Jack Torrance, who had an inexplicably tiny appetite. When Torrance couldn’t finish his entrée, Louie dropped onto the plate like a vulture.                                 | 37 | Simile    |
|   | "dropped onto the plate like a vulture" means Louie eats very heartily.  |    |           |
| 3 | Crewmen gave it a host of nicknames, among them “the Flying Brick,” “the Flying Boxcar,” and “the Constipated Lumberer,” a play on Consolidated Liberator.   | 61 | Metaphor  |

|   |  |     |        |
|---|--|-----|--------|
|   | The crew try to give nicknames to bomber plane.  |     |        |
| 4 | Men moaned and screamed, one calling for his mother. A pilot thought the voices sounded “like animals crying.” Men’s eardrums burst. A man died of a heart attack. Another man’s arm was severed.                                | 103 | Simile |
| 5 | She lavished him with motherly love, even giving him reading lessons, unheard of in slaveholding society. But after being ordered by her husband to treat the boy like the slave he was, she transformed into a vicious “demon.” | 175 | Simile |
| 6 | Known as “the Butcher” and “the Quack,” Kitamura was Ofuna’s most eager instigator of beatings. He was a massive man, built like a bison, and he punched like a heavyweight. No official in Ofuna was more hated or feared.      | 175 | Simile |
| 7 | Ofuna had one other notable resident. Gaga was a duck who bobbed around in a fire trough,  | 181 | Simile |

|   |  |     |        |
|---|--|-----|--------|
|   | paddling with a broken leg that a captive had fitted with a little splint. The duck trailed the captives around like a puppy, limping in and out of the kitchen, where the workers apparently fed him.                   |     |        |
| 8 | The men referred to him by a host of nicknames, including the Animal, the Big Flag, Little Napoleon, and, most often, the Bird, a name chosen because it carried no negative connotation that could get the POWs beaten. | 214 | Simile |
|   | Mitsuhiro Watanabe's Nickname.   |     |        |
| 9 | Among the POWs, there was an elaborate sentry system to monitor the Bird's movements. When he was in his office, men would say, "The Animal is in his cage." When he was out, they'd say, "The Animal is on the prowl."  | 214 | Simile |
|   | A language code used by prisoners to monitor the situation.  |     |        |



|    |  |     |                 |
|----|--|-----|-----------------|
| 10 | I laughed as I read the words<br>‘driven off’ for neither the<br>antiaircraft fire nor the Zeros had<br>come within miles of that great big<br>beautiful bird.”                        | 223 | Cynicism        |
| 11 | “The planes were shining like<br>silver in the sunshine against the<br>blue sky overhead ... It was a<br>beautiful sight which lift[ed] our<br>spirit right up to the sky.”            | 232 | Hyperbole       |
| 12 | Several hundred POWs watched<br>from the camp fence, their eyes<br>pressed to knotholes or their heads<br>poking over the top, hearts leaping,<br>ears roaring.                        | 242 | Hyperbole       |
| 13 | The wind, scudding off the sea,<br>whistled through cracks in the<br>walls, and there were so many<br>holes in the roof that it snowed<br>indoors.                                     | 245 | Personification |
| 14 | Louie stood in the sun, holding up<br>the beam. The Bird stretched over<br>the roof like a contented cat,<br>calling to the Japanese who walked<br>by, pointing to Louie and laughing. | 261 | Simile          |

|    |  |     |           |
|----|--|-----|-----------|
|    | Louie locked his eyes on the Bird's face, radiating hatred.  |     |           |
| 15 | The detectives were just feet away, on the other side of the door. His heart racing, Mutsuhiro tried to decide whether to run or to conceal himself here. The room was tiny, scattered with pillows, but there was a closet. | 314 | Hyperbole |
|    | "His heart racing" have means His heart is beating fast.   |     |           |

From the table above it can be concluded that with the presence of aesthetic values, the stories in the novel will seem interesting to follow.

#### **G. Fictional Elements used in Novel**

Fictional elements that are used as a means of delivering values education in Unbroken novel.

The fictional elements used by the author as suggestions for delivering educational values in Unbroken novels include themes, backgrounds, characters and language styles.

##### **a. Theme**

The themes used in Unbroken novels include main themes and additional themes. The main theme in this novel is struggle, while the additional themes are:

- Friendship.

A friendly attitude in Unbroken novels can be seen in this quote:

“Sasaki was an ardent track fan, and he sought Louie's acquaintance. Louie was especially impressed with Sasaki's scholarliness; prior to come to USC, Jimmie said, he had earned degrees at Harvard, Princeton, and Yale. Bonding over shared interests in sports and music, the two became good friends.”<sup>70</sup>

- Determination.

A Determination attitude in *Unbroken* novels can be seen in this quote:

“Frustrated at his inability to defend himself, he made a study of it. His father taught him how to work a punching bag and made him a barbell from two lead-filled coffee cans welded to a pipe.”<sup>71</sup>

- Discipline.

A Discipline attitude in *Unbroken* novels can be seen in this quote:

“She was studying to be a teacher.”<sup>72</sup>

#### b. Background

The background in the *Unbroken* novel consists of the setting of the place and time setting. The settings used were in America, POW camp Omori, Ofuna, and Naoetsu. Where the time frame used was from 1941-1945, when World War 2 was raging. Background can be shown from the following quote:

“This wasn't a POW camp. It was a secret interrogation center called Ofuna, where "high-value" was captured in the Solitary Confinement, Starved, Tormented, and Tortured to Survey Military Secrets.”<sup>73</sup>

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<sup>70</sup> Laura Hillenbrand, *Unbroken*. 2010. 45.

<sup>71</sup> Laura Hillenbrand. *Unbroken*. 2010. 20

<sup>72</sup> Ibid. 60

<sup>73</sup> Ibid. 172

“Three weeks later, on the morning of September 30, 1944, the guards were called names of Zamperini, Tinker, Duva, and several other men. The POW camp was called Omori, just outside of Tokyo. They had minutes to gather their things.”<sup>74</sup>

“Fifteen names were called, among them Zamperini, Wade, Tinker, Mead, and Fitzgerald. To a camp called 4B, also known as Naoetsu.”<sup>75</sup>

c. Characters

The figure used as the conveyer of the educational value in the *Unbroken* novel is almost all figures, including the main character and additional figures. The characters who play a role in the *Unbroken* novel are as follows:

Table 6. Characters

| No | Name                          | Information   |
|----|-------------------------------|---|
| 1  | Louis "Louie" Zamperini       | Louie is the protagonist of the novel. He is resourceful and athletic. Although he isn't the brightest, he is the fastest thinker and certainly the most creative. Louie's experiences in the Japanese camps are more than torturous, meaning they should be able to "break" just about everyone. |
| 2  | Russell Allen "Phil" Phillips | Phil is the pilot of the Super Man and the Green Hornet, as well as one of Louie's most faithful and  |

<sup>74</sup> Ibid. 204

<sup>75</sup> Laura Hillenbrand. *Unbroken*. 2010. 243

|   |                                  |   |
|---|----------------------------------|---|
|   |                                  | dependable friends. He is also one of the survivors of the plane crash.   |
| 3 | Mutsuhiro "The Bird"<br>Watanabe | Watanabe is Louie's biggest antagonist. He specifically aims his wrath at Louie. Torturing Louie physically and emotionally, Watanabe derives self-worth and pleasure from dehumanizing his prisoners. Watanabe remains in Louie's memories and flashbacks and becomes Louie's #1 murder target.  |
| 4 | Francis "Mac" McNamara           | Mac is the third plane crash survivor. He is fairly new and drains all hope and resources. At first, he serves as the object that sucks the optimism and hope out of the men. However, he transforms near the end of the raft days, driven by his sense of responsibility. Instead of lying there, pathetic and hope draining, Mac starts to help defend the raft from sharks. However, he also symbolizes the lack of resilience to survive in the |



|   |                    |  |
|---|--------------------|--|
|   |                    | end.   |
| 5 | Billy Graham       | Billy is a Christian evangelical preacher who traveled all over the country to spread the gospel. His honest and compelling sermons serve as the turning point in Cynthia's life and then Louie's life. It can be inferred that without his teaching, Cynthia and Louie's marriage would have completely disintegrated and Louie might never have recovered from his war experience. |
| 6 | Pete Zamperini     | Louie's older brother, is the embodiment of responsibility and maturity. He helped Louie out of his fighting and stealing stage, transitioning him from a delinquent life to a successful one.   |
| 7 | Cynthia Applewhite | Cynthia is the kind, patient, beautiful, and independent wife of Louie. After the war, she serves as Louie's catalyst for recovery and redemption.   |
| 8 | Kawamura           | Kawamura is a Japanese guard on  |

|    |                      |  |
|----|----------------------|--|
|    |                      | <p>the first island Louie and Phil were kept on. While all the other guards were evil and abusive, Kawamura offered kindness and compassion in one of the darker places in Louie's life. He serves as a reminder that love and compassion are natural to humans and that one should never lose hope, despite such depressing surroundings.</p> |
| 9  | Louise Zamperini     | <p>Louie's mother, she never stopped believing that her son was alive, even after the War Department had reported him dead. She developed a severe rash on her hands when Louie went missing. This rash disappeared when he returned.</p>  |
| 10 | Anthony Zamperini    | <p>Louie's quiet father whose voice is rarely heard in the book. When Louie is a boy, he argues with his father and runs away before deciding to return home.</p>  |
| 11 | James Kunichi Sasaki | <p>A mysterious Japanese man who befriends Louie at USC. Louie later is surprised to encounter him in the</p>  |

|    |                       |   |
|----|-----------------------|---|
|    |                       | Japanese camp of Ofuna, where Louie learns he has the position of head interrogator of all POWs in Japan.   |
| 12 | Cecy Perry Phillips   | Phil's devoted girlfriend and later wife. She leaves their hometown in Indiana to spend the war years in Washington, D.C. She never stops waiting for Phil to return home. Four weeks after he returns, she and Phil marry. She becomes an English teacher at the same school where Phil teaches science. |
| 13 | Gaga                  | A duck who lives with the POWs in the Ofuna camp and who brings the soldiers some amusement. One day the duck is killed when a guard violates that bird in the view of the POWs. Louie considered this one of the worst things he saw in the war.   |
| 14 | William "Bill" Harris | A brilliant POW whom Louie first meets in Ofuna. Harris has a photographic memory and strong abilities with languages. Harris recreates maps after seeing them  |

|  |  |  |
|--|--|--|
|  |  | briefly. He also creates an extensive Japanese-English dictionary. When his work is discovered, he is severely beaten and appears to be permanently damaged. |
|--|--|--|

#### d. Language Styles

The language style used to convey the value of aesthetic education is an indirect style of language (through the author's description) and direct language style (through conversations between characters).

The style of language in the novel is shown in the following quote:

“Pillsbury shouted the only word that came to mind. Clinging to his gun as he struck the leg and the plane 'spin nearly flung him from his seat. "Ow!" Louie heard someone scream. When the plane was righted, Phil tried to find out how bad the damage was. Louie climbed from the nose turret.”<sup>76</sup>

“That the venue was Ephrata, and when Phillips saw it, he kicked himself "I've wished 100 times that we had been married when we were at Phoenix," he wrote to her, "but I wouldn't ask you now to come out here + live in a dump like Ephrata." Again, they postponed their wedding. In the fall, Allen's training would be finished.”<sup>77</sup>

<sup>76</sup> Laura Hillenbrand. *Unbroken*. 2010. 94.

<sup>77</sup> Ibid. 60.

## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion**

1. There are five dimensions of educational values found in the Unbroken novel, they are the value of religious education, value of moral education, value of social education, value of cultural education and value of aesthetic education.

The value of religious education has four variants namely, praying to God, grateful, faith in God, and practicing the teachings of God. The value of moral education has twelve variants namely, giving advice, loving children, be responsible, diligent, discipline, confidence, never give up, love the homeland, respect, sacrifice for others, having a great soul, and carry out the mandate. The value of social education has five variants namely, working together, helping others, family, sympathizing and kinship.

The value of cultural education has two variants, namely knowing foreign languages and knowing foreign products. The value of aesthetic education has five styles of language, namely hyperbole, simile, metaphor, personification, and Cynicism.

2. The fictional elements used to convey the value of education are themes, backgrounds, characters and language styles.

The themes used in Unbroken novels include main themes and additional themes. The main theme in this novel is struggle, while the additional themes are friendship, determination, and discipline. The background in the Unbroken novel consists of the setting of the place and time setting. The settings used were in America, POW camp Omori, Ofuna, and Naoetsu. Where the time frame used was from 1941-1945, when World War 2 was raging.



Characters that are used as conveyers of educational values in Unbroken novels are almost all characters, including the main characters namely Louise Zamperini, Mitsuhiro Watanabe, Russell Allen Philips, Pete Zamperini, Francis McNamara, Cynthia Applewhite, Kunichi James Sasaki and other additional characters. Through conversation or characters behavior, the educational values mentioned above can be conveyed well. The style of language used to convey the value of aesthetic education is the style of indirect language (through the author's description) and direct language style (through conversations between characters). The language style used to convey the value of aesthetic education are an indirect style of language (through the author's description) and direct language style (through conversations between characters).

## **B. Suggestions**

1. For literary analyst, this research hopefully can be used as an alternative reading to add insight into literary appreciation.
2. For students, this research can be used as one of the literary learning materials. While for literary instructors, to be able to explain the picture of various kinds of noble values in a literary work so that it can be used as a role model in the actual application of life.
3. The study conducted on this novel only reveals a small part of the problems from the entire contents contained in the story. Therefore, there needs to be further research on this research using different approaches or points of view.

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