

The Educational Values as Relected in Harper Lee Novel's to Kill A Mocking Bird

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Abstract

This study aims to describe the good characterizations of the main characters, the plot, and the educational values in the novel *To Kill a Mockingbird* by Harper Lee. This current study employed the qualitative method. The research provided the secondary data derived from *To Kill a Mockingbird* Novel by Harper Lee. For the data collection, document analysis was used as the researcher read the novel, collected suitable data, made sense of the data, and selected the unit of analysis (Satu Elo et al., 2014). The results of this research are as follows; the first, the good characterization of the novel is curious, diligent, wise, caring, creative, and brave. The second, plot of the novel is the regressive plot because the novel talked about the experience of Scout and Jem and it is described using the theory of Tennyson in Subhan as follows; exposition, rising action, crisis, falling action, and resolution. Third, the educational values of the novel are divided into four elements namely; values of religious education, values of moral education, values of social education, and values of cultural education.

Keywords: *Novel to Kill a Mockingbird, Pragmatic Study, The Educational Values.*

INTRODUCTION

Indonesia has an educational system as government legislation with the law numbered 20 of 2003. By doing so, education is a conscious attempt and designed to create a learning condition and process more active, build up student's potency, religion, self-control, personality, intelligence, noble character, and ability which is advantageous for society, nation, the country, and himself. Implementation of education should be appropriated with the educational purpose for evolving student's potency—a man with faithfulness, noble character, good health, broad knowledge, creativity, independence, and responsibility (Mahfud, 2009).

Literature can be an educational instrument (Ratna, 2007). It appears from the message and content of its story that contains the ethical instruments. The ideal values of literary works deal with the value aspect of life mainly on the educational values. It consists of social, cultural, moral, and religious values. Those can be a parameter as the good literature. Thus, literature, education, and culture have a close relationship as the creative activity and part of the culture. Consequently, education turns out an activity that is also a piece of culture.

There are four educational values in the novel namely the religious education value, the moral education value, the social education value, and the cultural education

value. Understanding the novel values can be analyzed through pragmatic study. The pragmatic study shows the hidden meaning of a work (Setyawan, & Wiraatmaja, 2018).

The characterization has an important role in the novel because each character has different behaviors both protagonist and antagonist. Besides, it contains particular moral, intellectual and emotional. Hence, it has some beneficial values, which can be taken from the characters. However, it only has not functioned as the message carrier, points, and their characteristic. The psychology method can be used to analyze the character and its motivation factor (Garuba, 2020). According to Subhan (2010), the character of the novel can be divided into two groups: major character and minor character.

The plot of the novel is not similar to the compiler of events in history. It has to be chronological, while the events of the novel are compiled by the cause and result. Foster (1953) said "This shock, followed by the feeling, 'oh, that's all right,' is a sign that all is well with the plot: characters, to be real, ought to run smoothly, but a plot ought to cause surprise." The story has the surprise element that relates to suspense or unexpectedness. It happens when the story comes out from our expectations. Moreover, readers can be surprised through the various characterizations in the characters of the story. Two various plots are the progressive plot (using foreshadowing) and the regressive plot (taking up flashbacks) (Subhan, 2010).

Harper Lee's novel entitled *To Kill a Mockingbird* is a popular novel. The first Published directly became a bestseller. It won the Pulitzer Prize in 1961 and turned out to be the winning film of Academy Award. Harper Lee was an American writer and this became a masterpiece of American literature. Although it is a classic novel, many readers want to read this novel critically because it has a simple story and can bring readers to the bases of human behavior such as innocence, humor, and pathos. In addition, the readers for the content of the story and its value appreciate it. Then, readers are fond of this novel since it has the social condition in Alabama during the depression-era south and beneficial values.

Several reasons why the researcher analyses the novel *To Kill a Mockingbird* by Harper Lee. Firstly, this novel becomes a must-read for students in the United States based on reporting of the BBC because it has a good value for how to be a good parent (Maurinta, 2020). Besides, the novel has a fascinating setting that talks about affection and prejudice in Alabama within the Depression-era south. Secondly, it was written by a great American writer named Harper Lee. It also won the awarded with the Pulitzer Prize in 1961. The high popularity makes many researchers studies about this novel. Maurinta (2020) analyses the family education in the novel *To Kill a Mockingbird* using the hermeneutic study. The result showed that it compresses a concept of equality and pluralism tolerance that is taught in Pancasila education. The research of the moral value of Jean Louise Scout in the novel *To Kill a Mockingbird* and *Go Set a Watchman* revealed that it shows many moral values which are only shown from Jean as the main character (Nugraha, Wiweko, Kurnia at all, 2020). Afterward, Monica (2019) also studies the moral values of this novel to become the alternative of the character education. This study has a variance with those earlier studies. It concerns the good characterization of the main characters, explaining its plot, and finding the educational values of the novel. The

educational values of the novel *To Kill a Mockingbirds* written by Harper Lee consist of four aspects. They are religious educational values, moral educational values, social educational values, and cultural educational values (Ratna, 2007).

RESEARCH QUESTIONS

Through the earlier explanations, the researcher formulates three research questions. First, what are the good characterization of the main characters of the novel *To Kill a Mockingbird* by Harper Lee? The second, how is the plot of the novel *To Kill a Mockingbird* by Harper Lee. The last, what are the educational values that can be taken from the novel *To Kill a Mockingbird* by Harper Lee.

METHODS

This current study employed the qualitative method. The research provided the secondary data derived from *To Kill a Mockingbird* Novel by Harper Lee. For the data collection, document analysis was used as the researcher read the novel, collected suitable data, made sense of the data, and selected the unit of analysis (Satu Elo et al., 2014). For the data analysis, the researcher coded the data (educational values), created categories (religious, moral, social, and cultural education), and made abstraction with the content of the categories defining the educational values in the novel (Satu Elo et al., 2014). Besides, the pragmatic approach was necessary for identifying educational values.

RESULT AND DISCUSSION

The Good Characterization of the Main Characters

The novel *To Kill a Mockingbird* has three main characters. They are Scout (Jean Louise Finch) as the daughter of Atticus, Jem (Jeremy Atticus Finch) as the brother of Scout, and Atticus Finch as the father of Scout and Jem. They are the main characters that are shown from beginning to ending of the story. Thus, this study focuses on the good characterization of the main characters. The good characterization of them consists of curious, diligent, wise, brave, creative, and caring. They are shown in Table 1 below.

Table 1. The variety of good characterization

No	The variety of good characterization					
	Curious	Diligent	Wise	Brave	Creative	Caring
Total	5	5	4	3	2	3

Curious

Hornby (2000) stated that "Curious is a strong desire to know about something." When someone asks many questions, she has curiosity or a strong

interest to understand something. One of the main characters is Scout. She has a big curiosity to know new things. First, she was curious about her father's reasons to defend a Negro, Tom Robinson. The quotation about Scout's curiosity is shown below.

“Do all lawyers defend n-Negroes, Atticus?”

“Of course, they do, scout.”

“Then why did Cecil say you defended niggers? He made it sound like you were runnin' a still.” Atticus sighed. “I’m simply defending a negro-his name’s, Tom Robinson. He lives in that little settlement beyond the town dump. He’s a member of Calpurnia’s church and Cal knows his family well. She says they’re clean-living folks. (Lee, 1982:99-100)

The quotation above shows that Cecil, Scout's friend, said "defended niggers" to his father. She was angry because she did not know the meaning of nigger and she was curious about the real fact. She asked her brother Jem, but he did not answer Scout's question. After that, she asked about her father's reasons to defend a Negro repeatedly. She found his reason that Atticus was a lawyer who has upheld justice and he always gives good behavior to his children.

Diligent

According to Hornby (2000), “Diligent is showing care and effort in your work or duties.” The main characters of the novel have a habit to read a book. They always have reading time. Reading can give people the benefit of knowledge easily. Some people love to read a book and it becomes their hobby. Scout was one of the main characters who loved to read a book since she was a child. It is reflected in the following quotation:

“How old are you,” asked Jem, “four-and-a-half?”

“Goin’ on seven.”

“Shoot no wonder, then,” said Jem, jerking his thumb at me.

“Scout yonder’s been readin’ ever since she was born, and she ain’t even started to school yet. You look right puny for goin’ on seven.” (Lee, 1982:8)

The quotation above illustrates that Scout and Jem met a new friend named Dill. He said that he could read but Jem and Scout were no wonder because Scout, who was younger than Dill, could read even she was a child. It describes that Scout has a habit to read a book or article, so she could read fluently despite she was a child.

Wise

Hornby (1995) defines, “Wise is having, or showing good judgment based on knowledge and experience.” A wise person could make a good decision in their life and it is reflected in the character named Atticus. He has wise

behavior. He had many experiences and knowledge about life that can be seen from some descriptions. The first illustration is when Jem, Scout, and Dill made a mistake and Atticus gave advice. The following quotation supports the illustration.

“Son,” he said to Jem, “I’m going to tell you something and tell you one time: stop tormenting that man. That goes for the other two of you.” What Mr. Radley did was his own business. If he wanted to come out, he would. If he wanted to stay inside his own house he had the right to stay inside free from the attentions of inquisitive children, which was a mild term for the likes of us..”
(Lee, 1982:65)

The quotation describes that Dill, Jem, and Scout tried to disturb their neighbor, Mr. Bob Radley. He never came out from his house. Then, they wanted to send a letter to him. The letter contains a message that asked him to come out. However, their plan was failed because Atticus knew their letter. Atticus said that they might not bother the other people because they would be annoyed if the other people interrupt their problem. It proves that Atticus was a wise person because he could give useful advice and he practiced his advice

Caring

Hornby (1995) said, “Care is the process of looking after somebody or something: the providing of what somebody or something needs for their health or protection and a cause of or reason for worry and caring is showing or something and cares for somebody can mean to look after.” The main characters have caring behavior. It showed from his or her attitude, which was caring and worrying somebody. When Atticus cared about Scout’s problem that would be illustrated in the following quotation.

*“I’m feeling all right.” Said Scout.
“Thought so. Now, what’s the matter?” Bit by bit, I told him the day’s misfortunes. “-and she said you taught me all wrong, so we can’t ever read anymore, ever. Please don’t send me back, please sir.”* (Lee, 1982:32)

The quotation above shows that Scout loves to read a book but Miss Caroline forbade her to read a book because Scout was in the first grade. She said to Atticus that she did not want to go to school anymore. Then, Atticus asked the problem of Scout directly. It proves that Atticus, as the Scout’s father, was caring for his child and he worried why his child did not present in the school anymore.

Creative

According to Honrby (1995), “Creative is the involving of the skillful and imaginative using of something to produce example a work of art.”

Imagination signs good creativity. The main characters in the novel show a creative mind. Firstly, Scout, Jem, and Dill loved to play a drama as follows:

"Thereafter the summer passed in routine contentment. Routine contentment was: improving our treehouse that rested between giant twin chinaberry trees in the back yard, fussing, running through our list of dramas based on the works of Oliver Optic, Victor Appleton, and Edgar Rice Burroughs. In this matter, we were lucky to have Dill. He played the character parts formerly thrust upon me—the ape in Tarzan, Mr. Crabtree in The Rover Boys, Mr. Damon in Tom Swift. Thus, we came to know Dill as a pocket Merlin, whose head teemed with eccentric plans, strange longings, and quaint fancies." (Lee, 1982:9)

The quotation tells that Scout, Jem, and Dill loved to imagine something and read the book story. They always applied it in drama, such as; drama based on the works of Oliver Optic, Victor Appleton, and Edgar Rice Burroughs. Thus, they were creative people because they could play a drama with various characters.

Brave

Based on Hornby (1995), "Brave is ready to face and endure danger, pain, or suffering: having no fear." Braveness makes people unscared to do anything—chiefly good action. The main characters of this novel have some brave characterization. First, Scout spoke out about Cunningham's family to Miss Caroline in the class. The quotation about Scout is shown below.

"Ah—Miss Caroline?"

"What is it, Jean Louise?"

"Miss Caroline, he's a Cunningham." I sat back down.

"What, Jean Louise?"

"He didn't forget his lunch, he didn't have any. The Cunninghams never took anything they can't pay back—no church baskets and no scrip stamps. They never took anything off of anybody, they get along with what they have. They don't have much, but they get along on it."(Lee, 1982:25)

The quotation showed that Walter did not accept the money from Miss Caroline because his family had a belief in recompense people. Miss Caroline did not know it and her classmate just kept silent except Scout. She talked to Miss Caroline that the Cuning family never take anything because they could not pay it. It showed that Scout has a brave character although she did not like Miss Caroline who interacted to read anything, she kept speaking up about Walter, so there was a misunderstanding between Miss Caroline and Walter.

Plot

The novel To Kill a Mockingbird is a classic novel and it has an interesting plot to analyze. The plot of the novel is regressive because the novel talks about the

flashback of the story. It also contains five parts namely; the first, exposition was begun when Scout and Jem remembered their incident and It happened when they were a child. The second, rising action happened when Atticus got a job to defend a negro named Tom Robinson. The third, rising action is Mr. Ewel's grudge to everybody that was related to that case mainly Atticus. He also tried to kill Atticus's children. Then, the falling action was begun when Scout runs to her house and asked Atticus to help Jem, but she looked down at the street light and a man was walking with carrying Jem. Jem's arm was dangling crazily in front of him. The last, Resolution is Mr. Ewel passed away and Jem woke up from his unconscious.

The Educational Values

Values of the novel can be an instrument to transfer the educational values because the message and content of the novels concern ethics. Some novel has valuable elements that can influence human behavior. There are four educational values namely religious education, moral education, social education, and culture education Ratna (2007). This novel showed some values in table 2 below.

Table 2. Educational values in the novel to kill a mockingbird

No	The educational values in the novel to kill a mockingbird			
	Values of religion education	Values of Moral Education	Value of Social Education	Values of Cultural Education
Total	3	4	6	2

Values of religion education

As the man of faith should be balanced between the world and hereafter affairs.

When Scout asked about the Radley Family that never comes out of their house. Then, Miss Maudie answered that they were religious. They took the Bible literally so they never come out of his house. Besides they assumed women as sin, so they did not want to meet other people mainly females. It could be seen in the following line:

Miss Maudie laughed. "Wasn't talking about your father," she said. "What I meant was, if Atticus Finch drank until he was drunk he wouldn't be as hard as some men are at their best. There is just some kind of men who-who're so busy worrying about the next world they've never learned to live in this one, and you can look down the street and see the results." (Lee, 1982:60)

The line above has religious education value as the sentence *who're so busy worrying about the next world they've never learned to live in this one*. It meant that humans live in two worlds. The first world is begun when a human is born until he passes away. After he passes away, he goes to the next world that his behaviors will be responsible for his action to God. Thus, the two things should be considered because he needs to learn worldly about human

life and human has to learn about the hereafter mainly religion that can make his life better.

A bad attitude could lead someone to the wrong path.

Scout and Jem came to Calpurnia's hometown. Then they visited a church and they heard the speech of Reverend Sykes in the following quotation.

His sermon was a forthright denunciation of sin, an austere declaration of the motto on the wall behind him: he warned his flock against the evils of heady brews, gambling, and strange women. Bootleggers caused enough trouble in the Quarters, but women were worse. Again, as I had often met it in my church, I was confronted with the Impurity of Women doctrine that seemed to preoccupy all clergymen. (Lee, 1982: 162)

The quotation described that the speech of Reverend Sykes has the value of religious education. All religions contain the good things and avoid the bad things. The quotation told that if people perform a bad action or crime, such as gambling, drinking, and a prostitute, their attitude is not fit to the belief. Thus, those are forbidden because they can make people fall into sin.

Values of moral education

A kind person can control his temper

Scout and Jem had a neighbor; named Mrs. Henry Lafayette Dubose, an old lady who just stayed with a Negro girl. She spent most of each day in bed and the rest in a wheelchair. Jem and Scout hated her because she liked to judge their behaviors badly, gave a melancholy prediction about them, and insulted their father innocently. Then their father advises them in the following line:

“Easy does it, son,” Atticus would say. “She’s an old lady and she’s ill. You just hold your head high and be a gentleman. Whatever she says to you, it’s your job not to let her make you mad.” (Lee, 1982:133)

The line above describes that Atticus taught his children to become gentlemen or good people. Mrs. Dubose was an old lady. She wanted Jem and Scout to behave well, although she responded unfriendly. Sometimes someone judges another one just with his mind so he can speak out, as he wants. However, to become a good person, one has to resolve trouble wisely and control his temper.

It is good to understand others wisely

Scout thought that Mr. Boo was a strange and evil person. However, one day he helped her when Scout had an accident. Then she remembered Atticus word as follows:

Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough. (Lee, 1982:374)

Based on the quotation above, someone should understand others wisely. People could not assess others from their appearance. The attitude could reveal from their action. Someone can try to walk around in their life, and he can understand their life wisely.

Value of Social Education

Humans should do kindness to others

Atticus told Scout that he was a defender of a Negro, and in the summer, they would get many insults from their friends, neighbors, and family. Then Atticus gave an opinion to Scout in the following quotation:

“Come here, Scout,” said Atticus. I crawled into his lap and tucked my head under his chin. He put his arms around me and rocked me gently. “It’s different this time,” he said. “This time we aren’t fighting the Yankees, we’re fighting our friends. But remember this, no matter how bitter things get, they’re still our friends and this is still our home.” (Lee, 1982:101)

The quotation above has social education value. It is illustrated in the sentence *no matter how bitter things get, they’re still our friends, and this is still our home*. It means that although someone does the bad action to another, one should not avenge the bad things too.

Humans should appreciate the diversity among people

Scout and Jem came to the hometown of their housekeeping Calpurnia. They only knew that she just spoke English. However, when she talked to another Negro, she talked Negro language. They understood Negro language was not correct. They asked her about it. Then Calpurnia answer it that is shown in the following quotation:

“Well, in the first place I’m black—”
“That doesn’t mean you hafta talk that way when you know better,” said Jem. Calpurnia tilted her hat and scratched her head, then pressed her hat down carefully over her ears. “It’s right hard to say,” she said. “Suppose you and Scout talked colored folks talk at home it’d be out of place, wouldn’t it? Now, what if I talked the white-folks talk at church, and with my neighbors? They’d think I was puttin’ on airs to beat Moses. (Lee, 1982:167)

The quotation above described that everyone is different such as differences in physic, characterization, and custom. The first value of the quotation is

appreciating every person's dissimilarity which is reflected when Calpurnia talked to them about why she kept speaking Negro language though it was incorrect because she was a Negro and she has to speak Negro language with her friends. Second, people should be able to adapt to a new place so they can communicate with other people easily.

Values of Cultural Education

A good woman always pays attention to their words

The novel has value about the woman. Some data describes that women should wear a dress, they do not behave like a man, and they can dress up. It illustrates that women are elegant creatures in the novel. However, Scout was a girl, often said bad words to her friends and she behaved like a boy. Her uncle Jack knew about it. He advised her as follows:

You like words like damn and hello now, don't you?" I said I reckoned so. "Well I don't," said Uncle Jack, "not unless there's extreme provocation connected with 'em. I'll be here a week, and I don't want to hear any words like that while I'm here. Scout, you'll get in trouble if you go around saying things like that. You want to grow up to be a lady, don't you?" (Lee, 1982: 105)

The quotation above shows that women do not speak rude words. It showed when Uncle Jack talked to Scout about being a feminine woman because she was a respectable woman. Thus, they should have a good attitude and can keep their words.

Humans need each other and have to socialize with other humans.

Scout narrated about her city Alabama. She talked about Boo Radley who never came out from his house though Sunday was the day of gathering or it was the visiting time to their neighbors. It could be seen in the following line

Of all days Sunday was the day for formal afternoon visiting: ladies wore corsets, men wore coats, children wore shoes. But to climb the Radley front steps and call, "Hey," of a Sunday afternoon was something their neighbors never did. (Lee, 1982:11)

In the sentence, *of all days Sunday was the day for formal afternoon visiting: ladies wore corsets, men wore coats, children wore shoes.* It describes that they have the spare time habit to their family and their neighbors. Nowadays people do not have the free time to meet others such as family. Thus, this value can apply in the modern family.

The novel *To Kill a Mockingbird* illustrates the differences of social, economic, status, and ethnic. However, the educational values of a novel show in each characterization, behavior, and speech of characters.

Therefore, the novel *To Kill a Mockingbird* can provide educational values to readers mainly religious, cultural, social, and moral. Moreover, the values of character education reflected in this novel can also be applied as an instrument for learning media for students.

CONCLUSION

After doing the analysis, there are some conclusions of this study. The first is about the good characterization of the main character. The main characters of the novel *To Kill a Mockingbird* are Scout (Jean Louise Finch) as the daughter of Atticus, Jem (Jeremy Atticus Finch) as the brother of Scout, and Atticus Finch as the father of Scout and Jem. Their good characterization is curious, diligent, wise, caring, creative, and brave.

Secondly, the novel has a progressive plot because it told about the flashback of the story. The plot has five parts that are exposition, rising action, crisis, falling action, and resolution (Subhan, 2010). The resolution of the novel has a happy ending that is: all problem has been solved.

The last conclusion is about educational values. There are four educational values namely values of religious education consists of some value as follows; as the man of faith should be balanced between the world and hereafter affairs, a bad attitude could doom oneself to the sins, and always feeling thankful for God who gives everything for men. Secondly, values of moral education consist of some value as follows: a good person controls his temper when in trouble one should not give up resolving it, a kind person does the best with their sense, and it is good to understand others wisely. Thirdly, values of social education consist of some value as follows; solving a problem needs a discussion with others, humans should do the kindness to others, children's curiosity should not be banned, humans should appreciate the diversity among people, judging something with justice is fairly wise, and all men are created equal. The last, values of cultural education consist of some value as follows; good woman always pays attention to their words, and one should spare time for others.

In sum, the novel *To Kill a Mockingbird* can provide educational values to readers mainly religious, cultural, social, and moral. However, this study still has limitations because the researcher only emphasizes the pragmatic analysis of educational value. Thus, others can have more attention to the psychological analysis of this novel.

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