

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Analisis Kesulitan Belajar Siswa Menurut Polya pada Materi Turunan

Upaya Meningkatkan Kemampuan Mengemas Produk dan Motivasi Belajar dengan Penerapan Pembelajaran Berbasis Proyek pada Siswa Kelas XII Bisnis Daring dan Pemasaran SMK PGRI 4 Blitar Tahun Pelajaran 2019/2020

The Effectiveness of Mind Mapping Method with Facebook Media in Teaching Writing for Senior High School Students

Peran Tenaga Kerja Wanita di Luar Negeri dalam Meningkatkan Kesejahteraan Keluarga

Multiple Correlation of Browsing Internet and Watching English Movie toward Speaking Mastery of Junior High School Students

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Persepsi Mahasiswa Program Studi PPKn Terhadap Pelaksanaan Hukuman Mati di Indonesia

An Analysis on Intrinsic Aspects and Moral Values in the Novel of "Little Women" by Louisa May Alcott

Analisis Pembelajaran Daring melalui Grup *WhatsApp* pada Mata Kuliah Geometri Analitik Bidang dan Ruang

An Analysis of Intrinsic Aspect and Moral Lesson in "Moby Dick" Novel by Herman Melville

Pemahaman Konsep Siswa terhadap Materi Aritmetika Sosial

Penguatan Partisipasi Politik Masyarakat dalam Pemilihan Umum

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Digital Storytelling Affect in Multimedia Feature Writing Skill at Paragraph Writing

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali April 1999

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AN ANALYSIS ON INTRINSIC ASPECTS AND MORAL VALUES IN THE NOVEL OF “LITTLE WOMEN” BY LOUISA MAY ALCOTT

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Abstrak: Penelitian ini bertujuan untuk menganalisis aspek intrinsik dan nilai moral dari novel berjudul “Little Women” karya Louisa May Alcott. Metode deskriptif kualitatif digunakan dalam penelitian ini. Objek penelitian ini adalah “Little Women”, sebuah novel fiksi dari Amerika Serikat, yang meliputi tokoh, alur, latar, sudut pandang, tema, gaya bahasa, nada dan suasana hati, serta nilai moral. Semua data yang digunakan dalam artikel ini berasal dari perpustakaan dan sumber terpercaya dari internet. Hasil penelitian menunjukkan unsur intrinsik novel “Little Women” terdiri dari plot (eksposisi, komplikasi, krisis / klimaks, aksi jatuh / antiklimaks, dan resolusi), karakter (Josephine March, Margaret March, Elizabeth March, Amy March, Marmee, Frederic Bhaer, Mr. Broke, dan Theodore Laurence), setting (tempat: New England. Waktu: selama dan setelah American Civil) dan sudut pandang adalah narator mengetahui segala kejadian dalam novel sebagai orang ketiga, gaya bahasa (diksi, sintaks atau bentuk bahasa), nada (sayang dan simpatik) dan suasana hati (sangat mawas diri). Sedangkan nilai moral dari novel ini adalah memberi lebih berarti daripada menerima.

Kata Kunci: Fiksi analisis, aspek intrinsik, nilai-nilai moral

Abstract: The aim of this study was to analyze the intrinsic aspects and moral values of a novel entitled “Little Women” by Louisa May Alcott. The descriptive qualitative method was employed in this study. The object of this research is “Little Women”, a fiction novel from U.S, including character, plot, setting, point of view, theme, language style, tone and mood and moral value. All of data used in this article was from libraries and trusting sources from internet. The research finding this research showed the intrinsic elements of “Little Women” novel consisting of plot (exposition, complication, crisis/climax, falling action/anticlimax, and resolution), characters (Josephine March, Margaret March, Elizabeth March, Amy March, Marmee, Frederic Bhaer, Mr. Broke, and Theodore Laurence), setting (place: New England. Time: during and after the American Civil) and point of view (omniscient, disembodied voice that the narrator used the third person), language style (diction, syntax or language form), tone (affectionate and sympathetic) and mood (very introspective). Meanwhile, the moral value from the novel was that giving is a greater joy than receiving.

Key Words: Analysis fiction, Intrinsic Aspect, Moral Value

INTRODUCTION

Prose is one of the literary classes, which is offered to college

students of English Department in University of PGRI Adi Buana Kampus Blitar. The importance of

reading literature is to apply the previous experience to reading in some ordered ways that will allow the readers to think and get new insight and experiences. Literature is creative expression of human imagination or wishes that it is almost impossible to create an exact definition of it. Welles (1977) said that literature is the mirror of human life that portrays human feeling, thought, imagination and perception which can be viewed based on personal judgment.

According to the literary genre can be divided into three, namely: prose (fiction), poetry and drama. In the sense of literary, prose also called fiction, narrative text, or narrative discourse. Fiction is a narrative work that tells something that is imaginary, something that does not exist and happened in the real world. As a work of imaginary, fictions directs various problem of man and humanity, life and living. Fiction tells the various problems of human life in the interactions with the environment and others. Fiction is the result of dialogue, contemplation, and reactions to the environment and the life of the author.

Novel is fictional prose narrative of considerable length, typically having a plot that is unfolded by the actions, speech and thoughts of the characters. Novel, nearly always an extended fictional prose narrative, although some novel are very short, some are non-fictional, some has been written in

verse and some not even tell a story, novel is fictitious kind of writing. A novel exists in the way it does because an author has chosen to put it together in that particularly way. This means that novels are not real life. Like all works of art poems, plays, pots or pieces of music, they have been constructed or crafted. (Gill, 1985 : 77)

As matter of fact there are many problems in analyzing literature work, especially novel. They think that reading literature, especially novel needs deep thinking and challenging intelligence. Moreover, they consider that reading novel just waste of time. The above issues motivate to conduct study entitled “An Analysis on Intrinsic Aspects and Moral Lessons in the Novel of Little Women by Louisa May Alcott”.

The researcher hopes to obtain the expected result. First, the result of the study is expected to help the students analyze the novel, which especially deal with revenge, and increase their interest in literary works. Second, it can encourage students to change the wrong perception that studying literature is difficult and tiring to become interesting and enjoyable subject to college students of English Department of University of PGRI Adi Buana Kampus Blitar. Third, the result of the study can help students to appreciate the literary works. Finally, this study is expected to be used as a model in doing further literary research.

REVIEW OF RELATED LITERATURE

Literature

Everyone can make each other's work with the imagination, insight and experience. We also have to appreciate the works of others both it is bad or good, because every piece of literature that has been created by others is not as easy as we think. Tarigan (2014) said "Literature is the depiction of life and imaginative thoughts in the form and structure of language. Literature cover human's conditions of life with all the feeling, thought and insight. Literature appreciates the works of art, such as novel, poetry, biography, drama etc. The principle of literature is very contrast with technical books and journalism."

Hudson (1916) said "Literature is composed of those books, and of those books only, which, in the first place, by reason of their subject-matter and their mode of treating it, are of general human interest and in which, in the second place, the element of form and the pleasure which form gives are to be regarded as essential".

Based on the explanation above literature is kind of writings in describing one's life or others life with his imagination thinking. Everyone can make any of its own literature, the literature that we can also develop and we can describe the contents of the heart or trips based on the experience of time and place live, like writing a novel.

Novel is a story which tells about someone life. Novels do not, however, present a documentary picture of life. Alongside the fact that novels look at people in society, the other major characteristic of the genre is that novels tell a story. In fact, novels tend to tell the some few stories time and time. The source or the inspiration of writing novel can be a based on true story. Their true story retelling in a story that we call as life experience. This true story more reliable than the other one that which based on imagination. It is because the second one sometime could not happen in real life.

"Writers have, of course, always been interested in the world around them, but the development of the novel reflects a move away from an essentially religious view of life towards a new interest in the complexities of everyday experience. Most of novels are concerned with ordinary people and their problems in the societies in which they find themselves" (John Peck and Martin Coyle, 2013:102).

Novel is a prose work of quite some length complexity, which attempts to reflect and express something about the quality of values of human experience or conduct. It is main matter that has taken from patterns of life, as we have known or set in exotic and imaginative times and places.

Some elements of novel that were discussed in this study are including: intrinsic aspect deals with:

character, plot, conflict, theme, point of view, setting, style, tone and mood. Extrinsic Aspect deals with moral value.

Character

Character can be categorized in several kinds of characters, they are:

1. Protagonist

Protagonist is the character who take the leading part in story. The main character in the story.

2. Antagonist

Antagonist is the character who take the leading part in the story, the character or force that opposes the protagonist.

3. Round Character / Foil Character

Round or Foil character is also called complex character and included major character. It is character who is told in detail and has a lot of attitude. The round character can surprise us, because he can change his attitude sometime at any point of story. A character who provides a contrast to the protagonist.

4. Flat Character

Flat character is also called simple character or minor character. It is the character that is told in brief. He is less representative of human personality that is summed up. He is called flat character because the readers see only one side of him. He has no changes, so that he remains static.

Plot

Perrine (1956:61) said, “Plot is sequence of incidents or event of the story which is composed”. While

in another book, Koesnosoebroto (1988:29) calls the plot as a series of tied together chronological events every which has casual and thematic connection in a story. According to Koesnosoebroto (1988:10), the first part which is called *Exposition* is the beginning section of the plot. Here the author provides the necessary background information; he sets the scene and established situation. Then the dates the action, and may also introduce the character and some of the conflicts.

The second section *Complication* or sometimes referred to as the rising action which breaks the exiting equilibrium. The author introduces the character and underlying or inciting conflicts which are develop gradually and intensified. The next section is *Crisis* or often referred to Climax which is the moment at which the plot ill reaches its point highest emotional intensity as well as is its highest intensity of conflict. Four section is *Falling Action*. Reveals the outcome of the climax and the *Resolution or Denouncement*. It records the outcome of the conflict and establishes some new equilibrium or stability.

Theme

According to Kenney (1966), theme is the meaning of the story. By the theme, the writer means the necessary implication of the whole story, not a separable part of the story. Theme is purpose of the story. It is that might be called the message or the moral of the story (Jones:

1968). The theme is complete idea and it should be stated in a complete sentences.

Point of View

Point of the view determines how must the reader know and can know of what happens in the story. A story can be told from one or four different points of view.

Setting

Setting is the place or time of story. It include geography, era, season, and society. Setting is narrative actions occur in time and place and writers of fiction.

Language Style

Language style is everything the author does with words, including his way of arranging words into longer units or sentences. It is added by Jacob Sumarjo, 1988 that style is the special method to explain someone, the way how the author chooses the theme, problem, search the problem and tell it into story, that's an author style.

Tone

Tone is the value that style or gesture gives to words. The tone may be objective or subjective, logical or emotional, intimate or distant, serious or humorous. It can consist mostly of long, intricate sentences, of short, simple ones, or of something in between. Meanwhile, the attitudes of the author itself is called mood. Mood appears to be emotional state of the author as his attitude toward in his subject.

Moral Value

The word "moral" comes from the Latin (*„mos, moris'*, plural

„mores')

and meant initially simply the ways in which people behaved. From that developed very rapidly an emphasis upon the ways in which it was felt desirable, right or proper that people should behave and this gave the normative dimension to the word that was once merely descriptive (this was

also true of *„ethos'* in Greek). Thus from this developed an emphasis upon

moral guidelines that rapidly acquired the status and force of prescriptions or rules in relation to people's actions, volitions, intentions or character. Moral meant initially simply the ways in which people behaved.

RESEARCH DESIGN

According to Ary (1974), research may be defined as the application of scientific approach to study of the problem, it is purposed to discover an answer to meaningful question through the application of scientific procedure.

There are two major types of research. They are quantitative and qualitative. Quantitative research employs numerical alphabet or number, statistical computation and cardinal number, while qualitative research present primarily the description of certain concept or phenomenon.

The descriptive qualitative method was employed in this study. The major problems of this study were the intrinsic aspects and moral

lesson of Alcott's novel "Little Women". In this case, the researcher enclosed the data by using logical thinking carefully and systematically to get the right conclusion through the "Little Women".

The data of this research was thirty six subtitles and one epilogue of the "Little Women" novel. The data had been selected on the basic of the purpose of the research. The steps of collecting data of this research were: First, reading and understanding the novel "Little women" by Louisa May Alcott; second, choosing the data dealing with the problem, which was going to be investigated; third, selecting the data dealing with the purpose of the research in the novel "Little Women". After the data had been collected, the next turn that should be done by the researcher was analyzing the data. First was predicting the data dealing with the purpose of the research. Second was analyzing the data dealing with the problems to be investigated. The last was drawing conclusion based on the data analysis.

FINDINGS AND DISCUSSIONS

A. The Intrinsic Aspects

Plot

The beginning section of plot (exposition) was about Jo, Meg, Beth, and Amy March who were four sisters living with their mother in New England. Their father was away serving as a chaplain in the Civil War, and the sisters struggled to support themselves and kept their

household running despite the fact that the family recently lost its fortune. In the process, they became close friends with their wealthy neighbor, Theodore Laurence, known as "Laurie."

The Complication began when the girls grew older, each face her own personal demons and moral challenges. Jo, our beloved protagonist, must tame her tomboyish ways and learned to be more ladylike while pursuing her ambition to be a great writer. Meg, the oldest, must put aside her love of wealth and finery in order to follow her heart. Beth, the shy one, must conquer her bashfulness, while Amy, the youngest, had to sacrifice her aristocratic pride. The girls were guided in their personal growth by their mother, "Marmee," and by their religious faith.

The Climax was when family's tight bonds were forever changed when Meg fell in love with John Brooke, Laurie's tutor. Meg and John got marry and began a home of their own, with their twins Daisy and Demi. Another marriage seemed imminent when Laurie confessed to Jo that he had fallen in love with her, but she declared that she could not treat him in the same way. Jo went to New York as the governess for a family friend, Mrs. Kirke, experiencing the big city and trying her hand as a professional writer. Meanwhile, Amy travelled Europe with her wealthy Aunt Carroll and cousin Flo, nurturing her artistic talent. Separately, Laurie went to

Europe accompanied by his grandfather. He pursued his passion for music and tried to forget Jo.

The Anti-Climax was while in New York, Jo met German expatriate Professor Bhaer, who was intellect and had strong character. Across the Atlantic, Laurie and Amy discovered that they were not genius enough to be great artists, but however they made an excellent romantic pairing. Back in the States, Jo returned home to care for her bereaved parents and learned to embrace her domestic side.

The Resolution of Little Women was when all the loose ends were tied up as Jo and Professor Bhaer got married and started a boarding school for boys, while Amy and Laurie also got married and used the Laurence family wealth to support struggling young artists. The Brooke, Bhaer, and Laurence householded flourish, and the novel ended with a birthday party for Marmee, celebrating the extended March family connections and the progress of Jo's boarding school, Plumfield.

Kinds of plot

At the end of the story, Louisa May Alcott had concluded the actions or events. So, she used *close plot*. The Laws of Plot means a way of expressing or showing events in this story. The laws of plot in this story are *foreshadow*. Foreshadowing is a technique that establishes the narators's credibility and creates an air of suspense that compelled the reader to keep

reading. Throughout the novel, Alcott used foreshadowing to suggest to her readers what lies ahead

Characters and characterization

In this novel, there were so many characters. The four kind of character used by the author explained as follows. First was *Protagonist* such as; Josephine March, Margaret March, Elizabeth March, Marmee, Frederick Bhaer, Mr. Laurence, Theodore Laurence, and Mr. Broke. Second was *Antagonist* such as; Josephine March, Aunt March, and Amy March. Third was *Round Characters* such as; Mr. March, Mr. Brooke, Frederick Bhaer, Mr. Laurence, Aunt March and The Hummels. Fourth was *Flat Character* such as; Hannah, Daisy Broke, Demi Broke, Mrs. Kirke, Kate Vaughn, Sallie Gardiner, Aunt Carrol, Florence, Fred Vaughn, Esther, Annie Moffat, Ned Moffat, Frank Vaughn, Grace Vaughn, Dr. Bangs, Baby Beth Laurence, Miss Norton, Tina, Miss Randal and Mr. Tudor. The characterizations were as follow:

Josephine March - The main character of Little Women, Jo was an outspoken tomboy with a passion for writing. Her character was a based in large part on Louisa May Alcott herself. Jo refused Laurie's offer of marriage, despite the fact that everyone assumed they would end up together. In the end, Jo gave up her writing and married Professor Bhaer, which could be seen either as a domestic triumph or as a professional

loss, since Jo lost her headstrong independence. Because she displayed good and bad traits in equal measure, Jo was a very unusual character for nineteenth-century didactic fiction. Jo's bad traits—her rebelliousness, anger, and outspoken ways—did not make her unappealing; rather, they suggested her humanity. Jo was a likely precursor to a whole slew of lovably flawed heroes and heroines of children's books, among them Mark Twain's Tom Sawyer.

Margaret March – The oldest March sister. She was responsible and kind. She had a small weakness for luxury and leisure, but the greater part of her was gentle, loving, and morally vigorous. Meg was 16 at the beginning of the novel. Meg sometimes stepped up to instruct her younger siblings. She was a beautiful girl who could remember when the family was prosperous, and she pined for better days. Meg's worst fault was that she could sometimes be vain.

Elizabeth March - The third March daughter. Beth was very quiet and very virtuous, and she did nothing but tried to please others. She adored music and played the piano very well. Beth was 13 at the beginning of the novel and was the family favorite. Beth was a sweet and kind homebody with a talent for music. Her worst fault was her shyness. The heart of the family, she was selfless and loving. She had a collection of broken dolls, which she cared for with tenderness.

Amy March - The youngest March girl. Amy was an artist who adored visual beauty and had a weakness for pretty possessions. She was given to pouting, fits of temper, and vanity; but she did attempt to improve herself. Amy March was a pretty child with a talent for drawing. Amy was 12 at the beginning of the novel. She was a spoiled child, and her greatest fault was selfishness. Amy was the opposite of Jo in that she cared about appearances and aspires to be a refined lady.

Marmee - The March girls' mother. Marmee was the moral role model for her girls. She counselled them through all of their problems and worked hard but happily while her husband was at war. Marmee constantly guided her children, teaching them to be good Christians. The creed of the March household was self-control, self-denial in the service of others, and love for all. Her favorite texts were *The Pilgrim's Progress* and the New Testament. Marmee led by example and was often out of the house helping her neighbors when she was not with her daughters.

Theodore Laurence - The rich boy who lived next door to the Marches. Laurie, whose real name was Theodore Laurence, became like a son and brother to the Marches. He was charming, clever, and had a good heart. Laurie had come home to live after being at school abroad. He was a handsome, affectionate, generous, and sometimes impetuous young man who was turning 16

when the novel began. He felt lonely being cooped up at his grandfather's house, and after he made friends with the March girls, he became their friend, brother, and playmate.

Mr. March - The March girls' father and Marmee's husband. He served in the Union army as a chaplain. He came home after recovering from a long illness. When he returned home, he continued acting as a minister to a nearby parish. **Mr. Brooke** - Laurie's tutor. Mr. Brooke was poor but virtuous. He fell in love with Meg and eventually married her once he became a bookkeeper. **Frederick Bhaer** - A respected professor in Germany who became an impoverished language instructor in America. Mr. Bhaer lived in New York, where he met Jo. He was kind and fatherly. **Mr. Laurence** - Laurie's grandfather and the Marches' next-door neighbor. Mr. Laurence seemed gruff, but he was loving and kind. He lived next door to the Marches.

Hannah - Hannah was the maid in the March household and also a family member. **Aunt March** - A rich widow and one of the March girls' aunts. Although crotchety and difficult, Aunt March loved her nieces and wanted the best for them. **Daisy Brooke** - Margaret (Daisy) Brooke was the daughter of John Brooke and Meg March Brooke. Her twin brother was Demi. **Demi Brooke** - John (Demi) Brooke Jr. was the son of John Brooke and Meg March Brooke. His twin sister was

Daisy. **Mrs. Kirke** - Mrs. Kirke was an old friend of Mrs. March. She ran a boardinghouse in New York and hired Jo.

Kate Vaughn - One of Laurie's British friends. At first, Kate turned up her nose at the bluntness and poverty of the Marches. She later decided that she liked them, however, showing that she was able to overcome her initial prejudice. **Sallie Gardiner** - Sallie Gardiner was Meg's best friend. She married rich Ned Moffat. **Aunt Carrol** - One of the March girls' aunts. Aunt Carrol was ladylike, and she took Amy with her to Europe. **Florence** - Aunt Carrol's daughter. Florence accompanied her aunt and Amy to Europe. **Fred Vaughn** - One of the Vaughn siblings. Fred was Laurie's friend, but he soon developed a romantic interest in Amy.

Esther - Aunt March's servant. Esther was a French Catholic. **Annie Moffat** - Another wealthy friend of Meg's. Annie was fashionable and social, and she wore stylish clothing that Meg envied. **Ned Moffat** - The older brother of Meg's friend Annie Moffat. **Frank Vaughn** - One of the Vaughn siblings. Frank was sickly. **Grace Vaughn** - The youngest sister of the Vaughn family. Grace and Amy became friends on a picnic. **Dr. Bangs** - A doctor who tends to Beth when she was ailing. **The Hummels** - A family that lived near the Marches. The Hummels were poor and in bad health. **Baby Beth**

Laurence - Baby Beth Laurence was the daughter of Theodore (Laurie) Laurence and Amy March Laurence.

Miss Norton - Miss Norton was a rich and cultured spinster at Mrs. Kirke's boardinghouse who was a friend of Jo.

Tina - Tina was the child of the Frenchwoman who did the fine ironing at Mrs. Kirke's boardinghouse. She was especially fond of Professor Bhaer.

Miss Randal - Miss Randal was a young woman whom Laurie liked briefly while he was in college.

Mr. Tudor - Mr. Tudor was an aristocratic acquaintance of Amy's and Laurie's

Setting

The Setting this novel was mostly during and after the Civil War, roughly 1861–1876, in a small New England town

Point of View

The author used Omniscient Point of view disembodied voice that knew everyone's thoughts and feelings and explored the characters from within and without

Language Style

The language form used in this story was informal style much more than formal style. The author used both connotation and denotation meaning to form simple and complex sentences which content literal and figurative imagery

Theme

The theme has been defined in many ways, the central idea or thesis. To find a theme of a short story or novel, we can pay attention to the story title. The researcher concluded that the theme of Little

Women was “*Gender and femininity*”, “*Family as a model society*”, “*Value of sacrifice*”, “*Wealth and happiness*” and “*Women as artist*”

Tones

While the *Tones* this story used here was affectionate and sympathetic and the *Moods* was very introspective.

2. Moral values

Moral is everything concerning the principles of right and wrong or good and honest in our behavior. A person is called having moral when he lives in line with norm is the society wherever he stays. Besides moral its self can be got from environment, education event interest counted reading novel. This story included the meaningful above all, such as:

a. No matter how hard it may be, try to forgive

Some offenses may seem unforgiveable, but refusing to accept a sincere apology usually leads to nothing but more suffering. When impetuous Jo refused to invite obnoxious youngest sister Amy to a show, Amy vented her rage by burning the only manuscript of the book that Jo had been laboring to write. At first Jo withheld her forgiveness, but when Amy almost died in skating accident, Jo realized that her sister was far more important to her than even her cherished book. So close to losing Amy, she saw that holding grudges was more likely to lead to bitter regret than to a sense of righteousness.

b. Don't give in to jealousy; there will always someone with more than you of whom to feel envious

The March family, unlike Alcott's own, did not live in object poverty, but their means were clearly not lavish. With four young girls in the house and little money coming in, there were bound to be occasions when the sisters yearned for the stylish dresses, European tours, and opulent parties of their wealthier acquaintances, but the Marches were constantly reminded that many lived in deeper poverty than they did, and that they should be grateful for what comforted they do have.

c. Giving is a greater joy than receiving

The sisters not only got frequent reminders of their relatively good fortune, they also found it's better to focus on helping destitute neighbors lives. In the very first scene the girls sat around the fire complaining about their newly straitened circumstances: "Christmas won't be Christmas without any presents," grumble Jo, lying on the rug. 'It's so dreadful to be poor!' sighed Meg, looking down on her old dress." But only a few pages later, the girls had rallied and resolved to spend their small amounts of pocket money not to treats for themselves, but on presents for their sacrificing mother. To top it all off, they reluctantly took their own Christmas breakfast to a starving family nearby. Though the sacrifices were difficult at first, they

were all more content than if they had been selfish.

CONCLUSIONS AND SUGGESTIONS

After analyzing the data of this research, there were two conclusions drawn from this research. First, the intrinsic elements of novel "Little Women" were consisting of plot (exposition, complication, crisis/climax, falling action/anticlimax, and resolution), characters (Josephine March, Margaret March, Elizabeth March, Amy March, Marmee, Frederic Bhaer, Mr. Broke, and Theodore Laurence), setting (place: New England. Time: during and after the American Civil) and point of view was omniscient, disembodied voice that the narrator used the third person, language style (diction, syntax or language form), tone (affectionate and sympathetic) and mood (very introspective).

Second, the plot, character, setting and point of view that posed as "Little Women"s intrinsic elements shared some contribution in creating the moral value. It was that giving will give the greater joy than receiving.

Based on the statement above the researcher suggests to the readers, especially the college students of English Department in FKIP UNIPA Kampus Blitar to arise their interest in reading and investigating the literature works. By reading the literature works they would get a lot of knowledge.

Reading some literary work would enlarge the insight about life, besides they also got a kind of entertainment, they would get some moral values from the novel. Such as: no matter how hard it might be, try to forgive, don't give in to jealousy; there will always someone with more than you of whom to feel envious, and giving is a greater joy than receiving. To the others who are interested in the literary work; this study is hoping to be able to assist in comprehending the novel.

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