

Moral Values Reflected in “The House on Mango Street” Novel Written by Sandra Cisneros

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ABSTRACT

It is obvious that Literature is an important subject to be studied since it reflects every single aspect of human life such as happiness, sadness, truth, justice, respect, courage, faith, and other urgent elements. In this article, the researcher investigates moral values where it becomes one of the aspects to be analyzed in Literature where the novel of “The House on Mango Street” written by Sandra Cisneros is chosen by the researcher as the subject of the research with some important considerations. The criteria of moral values used by the researcher is based on the theory proposed by Kinnier et.al. that consist of six major parts. In addition, the design of this research is qualitative research since the researcher tries to explore the moral values as reflected in the novel of “The House on Mango Street” descriptively. As the result, the researcher finds that all of the elements of moral values exist in the content of the novel except the point of “respect and caring for others” exactly in the element of “to not hurt others”. Meanwhile, the researcher also explains parts of novel subtitles which consist of the facts which oppose with some elements of moral values.

Key Words: moral values, the house on mango street novel, Sandra Cisneros

1. INTRODUCTION

In general, Literature is “written with letters”. Talking about it, Literature is not only about that literal meaning but also its concept to cultural sense where Literature is regarding with the works of creative imagination written in pleasurable language such as poems, plays, and prose fictions (Damrosch, 2009: 6).

Analyzing Literature is not a simple task to do. When people read something, they should expect one kind of truth to give us one clear point of view. However, as Literature is complex, it tends to provide several facts of result from the data. We cannot see from one point of view towards a reality, but Literature presents a complexity from different sides of several elements to build a reality. We may not say that one sadness is wrong and one happiness is right but there must be two or more sides from those factual conditions that we can learn before (Marsh, 2002: 84). In other words, Literature pays attention on the reality of life not in separate way but tries to investigate something behind, before, and after something is happened.

Talking about what to be analyzed in Literature, there are several aspects that can come into account, one of them is moral values. Literature is a source of human aspiration where moral values is learned through its complexity related to the human experiences. Arnold (1912: 271) in Pantic (2006: 403) came to a conclusion that “men needed to be moralized”. He used a poetry to investigate a classical literature of dignity and high spirits values as well as flexibility and spiritual moderation. In this case, the use of poetry was based on a reason that it is related to feeling, imagination, and humanity since Literature concern is about what is happening in life as a whole. In addition, Vera (1991: 163) also adds that value is one of points to be explained in Literature. In detail, he explains that Literature focuses on the literariness of a text such as plot, characterization, motivation, value, and background.

In this case, even though the Literature is not a simple term to be analyzed, but realizing the importance of studying Literature which has been explained above, the researcher is interesting in having a research on one element studied in Literature which is “Moral Values” because it is interesting to research on how this life becomes a complicated area and by having the research on moral values, it means that we have the research on our life as a whole, every sense in life such as affection, reflection of life, as well as society which happened in nowadays or in the past.

In this article, the researcher focuses on investigating the moral values reflected in “The House on Mango Street” written by Sandra Cisneros. This story tells the story of Esperanza Cordero, whose neighborhood is one of harsh realities and harsh beauty. Esperanza does not want to belong, not to her rundown neighborhood, and not to the low expectations the world has for her. Esperanza’s story is that of a young girl coming into her power, and inventing for herself what she will become.

This novel as firstly published in 1984 and became the recipient of Columbus Foundation’s American Book Award in 1985. It had been selected for many One-City/One-Read project in vary communities such as Los Angeles, Miami, Fort Worth, El Paso, and Milwaukee. What to be so interesting about this novel is that it

can be a reference for teaching in the classroom by students where since the publishing of this novel, it is a required reading source in middle schools, high schools, and universities across the country such as in Ohio University. Moreover, it has been sold for more than six million copies and is still selling in sincerely best seller.

Furthermore, it is also important to know what viewers say about this novel to prove that it is such a precious writing and good to analyze. Firstly, it comes from a viewer named Gwendoryn Brooks who says “Sandra Cisneros is one of the most brilliant of today’s young writers. Her work is sensitive, alert, nuanced..... rich with music and picture”. The second comment in her novel comes from Bebe Moore Campbell, The New York Times Book Review, she says that “Cisneros draws on her rich (Latino) heritage... and seduces with precise, spare prose, creating unforgettable characters we want to lift off the page. She is not only a gifted writer, but an absolutely essential one”. Based on above broad explanation, the researcher decides to have a research on investigating Literature especially on moral values.

2. LITERATURE REVIEW

Talking about Literature, it is quite clear that Literature is a subject which is important for human being. Probably we do not realize that global media and technology have changed such a lot. As Alber et.al. (2009: 9) explain that in the past, people were still reading Literature sources such as novel, poetry, short story, etc. directly in a book or printed media. As technology grows so fast, we can see that there are so many people who do this activity by browsing on the internet on their laptops or smart-phones even though for some people who are still limited to television or cell-phone, they still can read their favorite Literatures via the printed media. Moreover, it is quite interesting that there are several or even many printed Literature sources are adapted to electronic media such as “Harry Potter” and “Twilight”. In short, there is a relationship among Literature, media, and readers.

Literature teaches us many things in which its content is studying about human life and experiences. In this case, Marsh (2002: 1) states that Literature is concerning with life and leaving. Why is it deal with life? We can see in every poem, short story, drama, or novel, they reflect what most of people experience in their life. As Hake (2001: 1) explains that Literature appeals whole parts of human life from the view of “senses”, “feelings”, and “minds” where those three elements facilitate us to “see”, “hear”, and “feel” characters in real action.

In addition, Literature takes different way with Linguistics and Philosophy. In Linguistics, it contains the focus on only one aspect which is the language itself, where in Literature, it presents life as a whole as it is contained with humanities. Moreover in Philosophy, it deals with humanities as Literature, but it tend to be more focus on theoretical terms rather in concrete way as mentioned on the first paragraph above. In short, “Literature does not simply record life-it interpret it. It does not simply reflect life-it focuses it. It is a mirror, but a special kind of mirror. It is a mirror which we can see ourselves even more clearly, more vividly than in an ordinary mirror” (Hake, 2001: 2).

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Literature in the case of teaching are divided into three kinds of views (Vera, 1991: 164-170). Firstly, Literature as a discipline to be studied as a cultural product. Traditionally, this one is regarded as the teaching of Literature where the teacher becomes the center in the classroom. The process of lecturing always follows what is said in teaching procedures such as asking the students to do several kinds of tasks as finding characterization or plot in a novel. Then the process of reading could be more extensive since the students should read a lot in order to do the tasks given by the teacher. In short, this point of view of Literature is regarded as teacher-centered to result product-centered.

Secondly, Literature as a resource of materials to be analyzed (text) and well-known as a stylistic option. In this part, Literature has its close relationship with linguistics since the students need to analyze the text of Literature, can be a short story, novel, poetry, etc., based on the linguistics elements. What is meant by linguistics elements in this case are the contribution of generative grammar, surface and deep structure, etc. For example, Ohmann in Vera (1991: 167) tried to investigate a short story written by William Faulkner, *The Bear*. As a result, he found there is a transformation used to form coordinated sentences, relative clauses, and comparative clauses. It can be stated that the style used by Faulkner is characterized by a heavy use of the transformations. The analysis of Literature does not stop to the morphological patterns but also to the context inside the language as M.A.K Halliday-Hasan focused on verbal arts, semantics, and pragmatics which tend to see the intended meaning of a speaker. In short, it focuses on the utterance used by the speaker, how he uses it and the context when he is speaking it.

Lastly, Literature as a resource for language learning. In this case, the position of Literature is to develop linguistic competence where Literature is used not as a source to be analyzed as a text but tend to use it as a medium for language acquisition. For example, prose text is used for linguistics purposes even though it is still related to the second view of Literature above where the students' task cannot be separated from analyzing the linguistic aspects in it. In terms of interaction between teacher and students, in so many cases the teacher teaches non-native students in the classroom. This condition is potential to make the students confuse because of the lack of understanding, so that the teacher will probably give kinds of activities such as paraphrasing, retelling, or translating a certain kind of text in order to have the students understand more through practices.

It is obvious that the term of moral values has been an important element in this life. It is because its existence can guide people to a better point of view to live in society. Along with this statement, Schwartz (1992) in Leach et.al. (1993: 8) mentions that cross-national studies suggest that moral values is a set of important guiding principles for individuals among other principles such as values related to competence. In line with Schwartz, Waal's (1996) in Leach et.al. (1993: 8) also explains that the sense of morality is more essential for human. Without morality, it is difficult for people to connect their own behavior to the bigger group such as in a large community of people.

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In general, the concept of “morality” has been defined from society’s point of view that it is appropriate to be called as “the highest good”. We can say that it is the basic of determining what to be right and wrong if it is relied on the principles of norm. In this case, Kaur (2015: 21) mentions that morality is the term by refers to attitudes of being respectful, having responsibility, integrity, and honesty. To the more specific explanation to the terms of respect, morality consists of two main core elements they are how to respect oneself and respect other people in terms of beliefs, opinions, and culture. Responsibility includes a recognition of the life of other people and their right in terms of socio-economic, political, and cultural activities of the society (Lickona, 1996 in Kaur, 2015: 21-22).

The next view of morality comes from Smetana in Kaur (2015: 22) who argues that morality is a set of system that maintains rules of social interaction and relationship between individual and society based on the concept of trust, prosperity, and justice. That is why every person must state his position and know how to act in a community by paying attention on the situation happening there. Therefore, an ability of adaptation and self-control are needed in order to have a good relationship to other people.

Morality is an essential issue in the character building. Some sources of morality values can be found in the stories of Al-Qur’an and many of them from the works of literature. Ismatulloh (2012), in his study, found that the educational values embodied in the story of Yusuf in Al-Qur’an and its relevance in the present life of them: firstly, an attitude of openness and communication is established between the child and the father is between Yusuf and Ya'qub, secondly, the wisdom of the head of the family; the third, King fair / Upholding justice, this can be seen in paragraph 43 letter to Joseph, who hinted that the head of state or the king of Egypt at that time to be fair and not arbitrary; Fourth, demand for office / professional.

The word “Values” is in line with Literature because since Literature discuss about life as a whole, there are so many terms of life which consist of values such as goodness, badness, relationship, conflict in a detail way. As Kalin (1992: 141) states that “Literature is valuable to moral philosophy because it represents life convincingly and in detail and picks out as important love, friendship, desire, and tragic conflict”. Kalin also adds that Literature includes the sense of love as a description of life and honesty as an appreciation in living in this world so that Literature is a matter which is objective and fair.

Moreover, Values should be defined in its certain context. People cannot see the meaning of values in only one side, but we should pay attention to the condition and situation of values is needed. For example, Aristotle has a theory about Nicomachean Ethics where there is still a contradictive debate in Philosophy and Social Science regarding with which values are urgent. The value of “justice” and “care” exist when people are living together in a society. The value of “diversity” appears from a multicultural perspective as an appreciation of the concept of differences. Furthermore in the context of more academicals works, there is value of

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“teaching” where it should reflect school culture and teacher’s behaviour in teaching students (Veugelers, 2008: 1).

Next, there was a term of “universal values” which came from several experts with their theories and argument. One of them was Linton (1954) in Kinnier et.al. (2000: 6) who states that universal values is about a theory of “modesty” where in this case, a term of modesty tells people how to behave in life including how to respect others or an appreciation of other’s human right existence. Moreover, there are four major and specific categories of moral values proposed by Kinnier et.al. (2000: 9-10) as follows:

1. Commitment to something greater than oneself
 - a. To recognize the meaning and purpose of one’s existence
 - b. To seek truth
 - c. To seek justice
2. Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility
 - a. To respect and care for one self
 - b. To not exalt one self, avoid greediness, and self-centeredness
 - c. To act with conscience
 - d. To accept responsibility of one’s behavior
3. Respect and caring for others
 - a. To recognize the connectedness between all people
 - b. To serve and to be helpful to humankind and individual
 - c. To be caring, respectful, compassionate, tolerant, and forgiving of others
 - d. To not hurt others (do not murder, abuse, steal from, cheat, or lie to others)
4. Caring for other living things and environment.

Regarding with the core elements of moral values, there are many experts (Bell, 1994; Bennet, 1993; Christians & Traber, 1997; Gert, 1970; Harrelson, 1980; Hick, 1992; Kane, 1994; Kidder, 1994, Maciver, 1952) in Kinnier et.al. (2000: 8) who argue that moral values is all about “Golden Rules” and its implications as mentioned as follows:

1. Treating others with respect and compassion
2. The virtues of truthfulness
3. Justice
4. Personal responsibility
5. Self-discipline
6. Courage
7. Faith

From the explanation above, it can be concluded that moral values are connected with human’s behavior. It means that the we can see whether a person take and apply goodness or vice versa in life is based on his attitudes towards himself as

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individual and to other people as a social creature. In addition, moral values are also about values that express the believe of someone or faith such as people believe to God. Next, courage element also become the value that needs to be assessed in life where it is related to how someone can live in this world with power and good resolution. The respect to the greater essential as the reason why someone is created, justice, and truth is also the essential item in moral values because in fact people do need something beyond himself which is bigger and more powerful than him. Finally, the last value to be concluded is the existence of environment to be appreciated in this world where our relationship with it should be kept in balance. In other words, we have to take it seriously that it is vital to keep in mind how we should behave towards above important elements as well as making those kinds of relationship in balance, so that what seems as abstract in terms of moral values content becomes concrete or real when people have an effort on applying them.

The first study about moral values came from Fitriani (2009) entitle “An Analysis of Moral Values of Jules Verne’s Round the World in Eighty Days”. The objective of her study is to find the moral values in a novel written by Jules Verne which entitle Round the World in Eighty Days. In her research, the data was taken by reading the novel, identifying the data, selecting appropriate resources, and classifying the data based on the novel. As the result, she found that the content of the story reflects what so called by punctuality, discipline, optimism, and positive thinking. She also added that the term of punctuality gave useful contribution to the readers that in this life, people should have motivation to reach their goal. Moreover, in the case of discipline, it guides people to be on-time and train themselves to set up their behavior. In short, the implication of her findings data show that those moral values can easily affected by many things that can have influence to our moral.

The next study regarding with moral values was from Suraida (2010) entitled “The Analysis of Moral Values of Deasylawaty Prasetyaningtyas’s Novel “Hades Sang Autis”. The background of why she had a research on that novel is because the decreasing of people’s behavior especially on moral values which happened in society. For example, if people see any abnormal “thing” on someone, they probably tend to ignore and do not want to respect them. In this case, she wanted to change people’s negative perspective to such uncommon person especially who have autism through her research regarding with Literature on above novel.

In her research, specifically she wanted to describe about intrinsic elements as well as moral values on “Hades Sang Autis” novel which is written by Deasylawaty Prasetyaningtyas. In this research, she used descriptive qualitative method since she tried to focus only to textual data rather than numbers to analyze the novel. Finally, the data showed that there are explicit and implicit meaning that the author tried to present the important moral values in the novel such as love and belonging, respecting, forgiveness, optimism, positive thinking, hard work, responsible, and patient as human being. From the finding data, she concluded that novel is hopefully can be a media of guiding people to better moral behavior in community.

Talking about moral values, there are many researchers across country who are curious to have a research on it. As Leach et.al. (1993) who had a teamwork

research on investigating moral values entitled “Group Virtue: The Importance Of Morality (Vs. Competence and Sociability) In The Positive Evaluation Of In-Groups”. In their research, they pointed out that morality is more important than competence and sociability as the characteristics in group evaluation. In this case, they explained that in social identity tradition, group which is lack in competence must use alternative assessment to evaluate themselves so that low status group is expected to have social creativity to replace competence.

Furthermore, some previous studies related to their research tend to find that high morality caused unsuccessful group. However, they did not want to ask to the subject on how important morality, competence, or sociability in group, but rather to identify the importance of those three elements in the case of positive evaluation. The result of this research showed that participants reported that morality is more important than competence or sociability as some prominent methods also had shown. In addition, through morality, the group can learn how the aspect of self-concept related to positive evaluation.

3. METHODOLOGY

3.1 Research Design

In this research, the researcher uses qualitative research as the design since the researcher explains the moral values descriptively and displays the findings data in terms of words rather than numbers. In this case, Bogdan and Biklen (1992: 29-32) mention the characteristics of qualitative research as follows:

1. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument
2. Qualitative research is descriptive
3. Qualitative researchers are concerned with process rather than simply with outcomes or products
4. Qualitative researchers tend to analyze their data inductively
5. “Meaning” is of essential concern to the qualitative approach.

Moreover, qualitative researchers tend to investigate “the quality of relationship, activities, situations, or materials” where those four elements should be described in detail instead of comparing the effect of a certain treatment as what another type of research is doing (Fraenkel and Wallen, 1993: 380). In other words, since the researcher simply does not judge the outcomes or product from her subject of research but tend to see the process of describing the moral values reflected in the novel, so that this research design is definitely appropriate for this research.

3.2 Subject Of The Study

In this research, the subject is the novel of “The House on Mango Street” written by Sandra Cisneros which consist of forty four novel subtitles, they are The House on Mango Street, Hairs, Boys and Girls, My Name, Cathy and Queen of Cats, Our Good Day, Laughter, Gil’s Furniture Bought and Sold, Meme Ortiz, Louie, His Cousin and His Other Cousin, Marin, Those Who Don’t, There Was on Old Woman She Had So Many Children She Didn’t Know What to Do, Alicia Who Sees Mice,

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Darius and the Clouds, And Some More, The Family of Little Feet, A Rice Sandwich, Chanclas, Hips, The First Job, Papa Who Wakes Up Tired in the Dark, Born Bad, Elenita, Cards, Palm, Water, Geraldo No Last Name, Edna’s Ruthie, The Earl of Tennessee, Sire, Four Skinny Trees, No Speak English, Rafaela Who Drinks Coconut and Papaya Juice on Tuesdays, Sally, Minerva Writes Poems, Bums in the Attic, Beautiful and Cruel, A Smart Cookie, What Sally Said, The Monkey Garden, Red Clowns, Linoleum Roses, The Three Sisters, Alicia and I Talking on Edna’s Steps, A House on My Own, and Mango Says Goodbye Sometimes.

3.3 Data And Source Of Data

In this research, the researcher believes that it is highly important to have a clear cut on what the data and source of data are. In this case, the appearance of the data is in terms of words in a text where the novel of “The House on Mango Street” written by Sandra Cisneros becomes the source of data that the researcher gathered.

3.4 Research Instrument

In this research, the researcher is the key instrument since it becomes one of qualitative research characteristics. In addition, the researcher used below guideline to help her in analyzing the moral values reflected in the novel of Sandra Cisneros entitled “The House on Mango Street”. In this case, the researcher used moral values categories based on Kinnier et.al. (2000) while also combining that theory with “Golden Rules” which also stated in Kinnier et.al.

Table 1. The Guideline of Moral Values Analysis

No.	Categories	Description
1.	Commitment to something greater than oneself	a. To recognize the meaning and purpose of one’s existence
		b. To seek truth
		c. To seek justice
2.	Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility	a. To respect and care for oneself
		b. To not exalt one self, avoid greediness, and self-centeredness
		c. To act with conscience
		d. To accept responsibility of one’s behaviour
3.	Respect and caring for others	a. To recognize the connectedness between all people
		b. To serve and to be helpful to humankind and individual
		c. To be caring, respectful, compassionate, tolerant, and forgiving of others
		d. To not hurt others, e.g. do not murder, abuse, steal from, cheat, or lie to others

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4.	Caring for other living things and environment	Take care of other creatures such as plants or animals and also environment such as keeping the surrounding area cleaned
5.	Courage	Ability to do something bravely or in power
6.	Faith	Complete trust in someone or something. E.g. God and other spiritual apprehensions

3.5 Data Collecting Procedure

It is obvious that in a research the part of data collecting is very urgent and vital. In qualitative research, data is not collected at the end of the research, but it tends to be more focus on the process which is ongoing during the research and the data should be observed continually in order to have a significant and valid finding (Fraenkel and Wallen, 1993: 383). That is why the researcher believes that the steps of collecting the data should be pointed out systematically:

1. The first step of collecting the data is the researcher prepares the novel of “The House on Mango Street” written by Sandra Cisneros as well as having a mature understanding of the “moral values” as the core component in this research
2. The second step that the researcher has done is reading the content of the novel carefully while writing important notes and codes
3. The next step is identifying the appropriate data. In this case, the researcher only focuses on the moral values reflected in the novel where the researcher relies on the guideline of the categories of moral values proposed by Kinnier et.al. (2000) that has been mentioned on the research instrument above
4. The last step is the researcher rechecks the data collected in order to have the data valid.

3.6 Data Analysis

In order to analyze the data finding, the researcher uses analytic procedures which are proposed by Creswell (1998: 148-149) as follows:

1. Data managing
In data managing, the researcher organizes files needed for data analysis where in this research, the researcher gathers the novel to be read and has the guideline of moral values categories handed
2. Reading and noting
In this part of analysis, the researcher reads through text as well as making notes
3. Classifying

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In this case, the researcher needs to classify or group the items to be analyzed whether they exist in the text. In addition, the researcher also reduces the data which is not relevant or appropriate with the objective of the research

4. Interpreting

After having the data classified, the researcher makes sense of the data naturally by relying on the appropriate theory. It is important to take a note that the researcher needs to generalize the data naturally by using direct interpretation

5. Representing

In this procedure, the researcher visualizes the data finding accurately. The data display can be in terms of figures, tables, and of course using the narrative presentation to explore the data finding deeply.

4. RESEARCH FINDINGS

Table 2. Moral Values Reflected in “The House on Mango Street” Novel

No.	Moral Values	Subtitle	Location	Quotation
1.	a. To recognize the meaning and purpose of one's existence	Comitment to something greater than oneself		
		Bums in the Attic	P.87 L.14-15but I won't forget who am I or where I came from.
		The Three Sisters	P.105 L. 59-61	You will always be Esperanza. You will always be Mango Street. You can't erase what you know. You can't forget who you are.
	b. To seek truth	The family of Little Feet	P.40 L.26-28	But the truth is it is scary to look down at your foot that is no longer yours and see attached a long long leg.
		The Earl of Tennessee	P.71 L.31-35	The word is that Earl is married and has a wife somewhere. Edna says she saw her once when Earl brought her to the apartment. Mama says she is a skinny thing, blond and pale like salamanders that have never seen the sun. But I saw her once too and she's not that way at all.
		No Speak English	P.77 L.23-26	Somebody said because she's too fat, somebody because of the three flights of stairs, but I believe she doesn't come out because she is afraid to speak English, and maybe this is so since she only knows eight words.
Sally		P.82 L.29-37	You lean against the schoolyard fence alone with your eyes closed as if no one	

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				was watching, as if no one could see you standing there, Sally. What do you think about when you close your eyes like that? And why do you always have to go straight home after school? You become a different Sally. You pull your skirt straight, you rub the blue paint off your eyelids. You don't laugh, Sally. You look at your feet and walk fast to the house you can't come out from.
		Linoleum Roses	P.101 L.5-7	She has her husband and her now, her pillowcases and her plates. She says she is in love, but I think she did it to escape.
	c. To seek justice	The Monkey Garden	P.97 L.89-95	Your son and his friend stole Sally's keys and now they won't give them back..... What do you want me to do, she said, call the cops?
2.	Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility			
	a. To respect and care for one self	A Rice Sandwich	P.44 L.25-31	And besides, I know how to make my own lunch. If I ate at school there'd be less dishes to wash. You would see me less and less and like me better. Everyday at noon my chair would be empty. Where is my favorite daughter you would cry, and when I came home finally a three p.m. you would appreciate me.
		Hips	P.50 L. 20-22 it's obvious I'm the only one who can speak with my authority; I have science on my side.
		Edna's Ruthie	P.69 L.59	They're wonderful, wonderful, but I can't read anymore. I get headaches.
	b. To not exalt one self, avoid greediness, and self-centeredness	Beautiful and Cruel	P.88 L.1-2	I am an ugly daughter. I am the one nobody comes for.
		The Three Sisters	P.105 L.62-64	Then I didn't know what to say. It was as if she could read my mind, as if she knew what I has wished for, and I felt ashamed for having made such a selfish wish.
	c. To act with conscience	Gil's Furniture Bought and Sold	P.20 L.16-19	Me, I never said nothing to him except once when I bought the Statue of Liberty for a dime.
		Edna's Ruthie	P.69 L.60-61	I get headaches. I need to go to the eye doctor next week.
		Beautiful	P.88 L.3-	Nenny says she won't wait her whole life

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		and Cruel	6	for a husband to come and get her, that Minerva’s sister left her mother’s house by having a baby, but she doesn’t want to go that way either. She wants things all her own, to pick and choose.
		Boys and Girls	P.8 L.10-11	And since she comes right after me, she is my responsibility.
		A Rice Sandwich	P.43-44 L.12-15	I’ll be up all night cutting bread into little triangles, this one with mayonnaise, this one with mustard, no pickles on mine, but mustard on one side please. You kids just like to invent more work for me.
	d.To accept responsibility of one’s behaviour	Papa Who Wakes Up Tired in the Dark	P.56-57 L.11-13	Because I am the oldest, my father has told me first, and now it is my turn to tell the others. I will have to explain why we can’t play. I will have to tell them to be quiet today.
		No Speak English	P.76 L.4-7	The man saved his money to bring her here. He saved and saved because she was alone with the baby boy in that country. He worked two jobs. He came home late and he left early. Every day.
		Alicia and I Talking on Edna’s Steps	P.107 L.14-20	No, Alicia says. Like it or not you are Mango Street, and one day you’ll come back too. Not me. Not until somebody makes it better. Who’s going to do it? The mayor? And the thought of the mayor coming to Mango Street makes me laugh out loud. Who’s going to do it? Not the mayor.
		Respect and Caring for others		
3.	a.To recognize the connectedness between all people	Our Good Day	P.15 L.42-45	I don’t tell them about Nenny just yet. It’s too complicated. Especially since Rachel almost put out Lucy’s eye about who was going to ride it first. But finally we agree to ride it together. Why not?
		Hips	P.52 L.94-95	I can tell Lucy and Rachel are disgusted, but they don’t say anything because she’s my sister.
		Edna’s Ruthie	P.68 L.12-13	But Ruthie lives here and Edna can’t throw her out because Ruthie is her daughter.
	b.To serve and to be helpful to humankind	Marin	P.27 L.14-17	She is older and knows lots of things. She is the one who told us how Davey the Baby’s sister got pregnant and what

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	and individual			cream is best for taking off moustache hair.....
		The Family of Little Feet	P.40 L.39-42	She teaches us to cross and uncross our legs, and to run like a double-dutch rope, and how to walk down to the corner so that the shoes talk back to you with every step.
		The First Job	P.54-55 L.46-49 and an older Oriental man said hello and we talked for a while about my just starting, and he said we could be friends and next time to go in the lunchroom and sit with him, and I felt better.
		A Smart Cookie	P.90 L.4-6	But she doesn't know which subway train to take to get to downtown. I hold her hand very tight while we wait for the right train to arrive.
	c.To be caring, respectful, compassionate, tolerant, and forgiving of others	The House on Mango Street	P.5 L.52-54 the third floor, the paint peeling, wooden bars Papa had nailed on the windows so we wouldn't fall out.
		Hairs	P.6-7 L.10-13 when she is holding you, holding you and you feel safe, is the warm smell of bread before you bake it, is the smell when she makes room for you on her side of the bed still warm with her skin.....
		Cathy and Queen of Cats	P.12 L.3-4	Keep away from him, she says. He is full of danger.
		Our Good Day	P.15 L.13-14	They are wearing shiny Sunday shoes without socks. It makes their bald ankles all red, but I like them.
		Alicia Who Sees Mice	P.31 L.1-2	Close your eyes and they'll go away, her father says, or you're just imagining.
		The Family of Little Feet	P.41 L.46-47	Your mother know you got shoes like that? Who give you those?
			P.41 L.49	They are dangerous, he says.
		Chanclas	P.47 L.32-36	Then Uncle Nacho is pulling and pulling my arm and it doesn't matter how new the dress Mama bought is because my feet are ugly until my uncle who is a liar says, you are the prettiest girl here, will you dance, but I believe him, and yes, we are dancing,
		The First	P.53 L.3-	The Catholic high school cost a lot, and

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		Job	5	Papa said nobody went to public school unless you wanted to turn out bad.
		Born Bad	P.61 L.81-83	That’s nice. That’s very good, she said in her tired voice. You just remember to keep writing, Esperanza. You must keep writing. It will keep you free,
		Elenita, Cards, Palm, Water	P.64 L.53-55 then gets up because the kids are fighting. Elenita gets up to hit then hug them. She really does love them, only sometimes they are rude.
		A Smart Cookie	P.91 L.15-19	Esperanza, you go to school. Study hard. That Madame Butterfly was a fool. She stirs the oatmeal. Look at my <i>comadres</i> . She means Izaura whose husband left and Yolanda whose husband is dead. Got to take care all your down.....
	d.To not hurt others, e.g. do not murder, abuse, steal from, cheat, or lie to others			
4.	Caring for other living things and environment	And Some More	P.37 L.63-63	Better get the broom. Too much trash in our yard today.
5.	Courage	My Name	P.11 L.14-15	Until my great-grandfather threw a sack over her head and carried her off. Just like that,
		Louie, His Cousin and His Other Cousin	P.24 L.35-37 but Louie’s cousin said he was going to make us walk home if we didn’t stop playing with the windows or touching the FM radio.
		Marin	P.27 L.32-33	And Marin just looks at them without even blinking and is not afraid.
		Those Who Don’t	P.28 L.5	But we aren’t afraid.
		And Some More	P.37 L.57-58	That does it. Both of yours better get out of my yard before I call my brothers.
		Sire	P.72 L.7-8 P.72 L.11-12	I had to prove to me I wasn’t scared of nobody’s eyes
				I looked because I wanted to be brave, straight into the dusty cat fur of his eyes

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		The Three Sisters	P.104 L.23-24	They smelled like Kleenex or the inside of a satin handbag, and then I didn't feel afraid.
		Mango Says Goodbye Sometimes	P.110 L.19-21	One day I will pack my bags of books and paper. One day I will say goodbye to Mango. I am strong for her to keep me here forever. One day I will go away.
6.	Faith	Marin	P.26 L.6-8	Marin says that if she stays here next year, she's going to get a real job downtown because that's where the best jobs are,
		Darius and The Clouds	P.34 L.14-17	That one next to the one that look like popcorn. That one there. See that. That's God, Darius said. God? Somebody little asked. God, he said, and made it simple.
		Born Bad	P.58 L.1-3	Most likely I will go to hell and most likely I deserve to be there. My mother says I was born on an evil day and prays for me. Lucy and Rachel pray too.
			P.59 L.18-20	I don't know who decides who deserves to go bad. There was no evil in her birth. No wicked curse. One day I believe she was swimming, and the next day she was sick.
		Elenita, Cards, Palm, Water	P.63 L.14-17	The top of refrigerator busy with holy candles, some lit, some not, red and green and blue, plaster saint and a dusty Palm Sunday cross, and picture of the voodoo hand taped to the wall.
			P.63 L.30-33	They're not like ordinary playing cards, these cards. They're strange, with blond men on horses and crazy baseball bats with thorns. Golden goblets, sad-looking women dressed in old-fashioned dresses, and roses that cry.
			P.63 L.43-47	This card, the one with the dark man on a dark horse, this means jealousy, and this one, sorrow. Here a pillar of bees and this a mattress of luxury. You will go to a wedding soon and did you loose an anchor of arms, yes, an anchor or arms? It's clear that's what the means.

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				old romance? Take a chicken’s foot, tie it with red string, spin it over your head three times, then burn it. Bad spirits keeping you awake? Sleep next to a holy candle for seven days, then on the eighth day, spit. And lots of other stuff.
		Bums in the Attic	P.87 L.14	One day I’ll own my own house,
			P.87 L.18-20	Some days after dinner, guests and I will sit in front of a fire. Floorboards will squeak upstairs. The attic grumble.
		The Three Sisters	P.104 L.31-35	Tomorrow it will rain. Yes, tomorrow, they said. How do you know? I asked. We know. Look at her hands, cat-eyed said.
			P.104-105 L.41-51	Make a wish. A wish? Yes, make a wish. What do you want? Anything? I said. Well, why not? I closed my eyes. Did you wish already? Yes, I said. Well, that’s all there is to it. It’ll come true. How do you know? I asked. We know, we know.

Table 3. Opposing Facts to Moral Values on “The House on Mango Street” Novel

No.	Moral Values	Subtitle	Location	Quotation
1.	Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility			
	To not exalt oneself, avoid greediness, and self-centeredness	The Family of Little Feet	P.40 L.35-37	We have legs. Skinny and spotted with satin scars where scrabs were picked, but leg, all our own, good to look at, and long.
2.	Respect and caring for others			
	To not hurt others	My Name	P.11 L.24-25	At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth.
		Our Good Day	P.14 L.10-11	Don’t talk to them, says Cathy. Can’t you see they smell like a broom.
			P.16 P.57-58	Rachel shouts, you got quiete a load there too. She is very sassy.
		Laughter	P.18 L.15	Rachel and Lucy look at me like I’m crazy,
	Gil’s	P.20	But Nenny, who is stupider,	

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		Furniture Bought and Sold	L.34-36	already is asking how much and I can see her finger s going for the quarters in her pants pocket.
		Those Who Don't	P.28 L.3-4	They are stupid people who are lost and got here by mistake.
		Darius and The Clouds	P.33 L.7-8	Darius, who doesn't like school, who is sometimes stupid and mostly a fool,
		And Some More	P.37 L.48-51	Anita, Stella, Dennis, and Lolo... Who you calling ugly, ugly? Richie, Yolanda, Hector, Stevie, Vincent.... Not you. Your mama, that's who.
		The First Job	P.54 L.22-23 Aunt Lala worked and lied about my age like she told me to
		Edna's Ruthie	P.68 L.26-27	Then she pomises to see the dentist next week, but when next week comes, she doesn't go.
		Minerva Writes Poems	P.85 L.12-13	She has many troubles, but the big one is her husband who left and keeps leaving.
		Red Clowns	P.99 L.1	Sally, you lied. It wasn't what you said at all.
3.	Caring for other living things and environment	Meme Ortiz	P.22 L.18-19	Around the back is a yard, mostly dirt, and a greasy bunch of boards that used to be a garage.
		There was an Old Woman She Had So Many Children She Didn't Know What to Do	P.29 L.9-13	The kids bend trees and bounce between cars and dangle upside down from knees and almost break like fancy museum vases you can't replace. They think it's funny. They are without respect for all things living, including themselves.
		Born Bad	P.60 L.56-59	My aunt was blind by then. She never was the dirty dishes in the sink. She couldn't see the ceilings dusty with flies, the ugly maroon walls, the bottles and sticky spoons.

5. DISCUSSION

All of elements regarding with the first moral value which is “commitment to something greater than oneself” exist in the novel. As we can see from the first element i.e. “to recognize the meaning and purpose of one’s existence” exists in two novel subtitles, they are Bums in the Attic and The Three Sisters. In those subtitles, the content is the fact that the character of Esperanza may not forget where she came from in this world. Another element that seems to appear is the second element which is “to seek truth”. This element comes in five novel subtitles, they are The Family of Little Feet, The Earl of Tennessee, No Speak English, Sally, and Linoleum Roses. In this case the writer tries to explore the truth of something happened such as in No Speak English subtitle, the character wants to know why a woman in that story is seldom to come out from her house, why a girl named Sally in Sally subtitle being a different person, or the truth that a woman who says that she is in love with her husband but Esperanza thinks that is not true because the woman just wants to escape from reality. Lastly on the first moral value which is “to seek justice”, there is only one result showed in one novel subtitle that is The Monkey Garden where it contains about the character of Esperanza needs justice because of something happened to her sister by seeing a boy’s mother and she argues about what her son and his friends have done to Sally.

The second moral value is “self respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility”. In the result found by the researcher, the first aspect of “to respect and care for oneself” in this moral value is found in three novel subtitles, they are A Rice Sandwich, Hips, and Edna’s Ruthie. In those three subtitles, the writer tries to say that the main character knows how to appreciate and respect herself without hurting anybody such as in A Rice Sandwich subtitle, Esperanza says that people will like her if they know who she is as she is an independent woman who can do everything by herself.

The next aspect of the second moral value is “to not exalt oneself, avoid greediness, and self-centeredness”. In this aspect, the researcher finds that in Beautiful and Cruel Subtitle, Esperanza tries to not exalt herself by saying she is not a pretty woman. In addition, in another subtitle that is The Three Sisters subtitle, she realizes that wishing something which is not good for someone is embarrassing. Next to the third aspect of the second moral value is “to act with conscience”. There are three novel subtitles contained with this aspect, they are Gil’s Furniture Bought and Sold, Edna’s Ruthie, and Beautiful and Cruel. In this case, Esperanza acts with conscience or using common sense as in Edna’s Ruthie subtitle, who said that she got headache so she had to see a doctor, or in Beautiful and Cruel subtitle, a girl named Nenny said that had to learn from another person’s life and tried not to follow a kind of bad experience and she had to be an independent person.

The last aspect of the second moral value is “to accept responsibility of one’s behavior”. In this aspect, the researcher finds five novel subtitles which contain this aspect of moral value, they are Boys and Girls, A Rice Sandwich, Papa Who Wakes Up in The Dark, No Speak English, and Alicia and I Talking on Edna’s Steps. It is interesting that some characters in the novel show that they have high responsibility

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toward something or someone. As in A Rice Sandwich subtitle, Esperanza shows her responsibility towards her sisters by getting up all night cutting bread for tomorrow’s breakfast. Then in Papa Who Wakes Up Tired in the Dark subtitle, Esperanza realizes as she is the oldest, so she is responsible for telling her sisters that they have to be quiet. Moreover in No Speak English subtitle, there is a man who left early in the morning and do double jobs for his family.

The third moral value is “respect and caring for others” where the first element of this moral value is “to recognize the connectedness between all people”. In this element, the researcher finds that there are three novel subtitles that contained with this element, they are Our Good Day, Hips, and Edna’s Ruthie. As in Our Good Day subtitle, Esperanza, Nenny, Rachel, and Lucy decide to take turns in riding a bicycle as they realize that they have to share with only one bicycle. Then in Hips subtitle, Esperanza does not want to say bad things about Lucy and Rachel because they are her sisters. Seems alike with previous subtitle, in Edna’s Ruthie subtitle, Edna cannot get Ruthie out of the house because Ruthie is her daughter.

The next element in the third moral value is “to serve and to be helpful to humankind and individual” where in this element, there are four novel subtitles which come up in the surface, they are Marin, The Family of Little Feet, The First Job, and A Smart Cookie. In this element of moral value, the characters in the novel act as people who are helpful to others. For example, in Marin and The Family of Little Feet subtitles, there is a woman who teaches Esperanza many things. Then in The First Job subtitle, Esperanza is helped by an older Oriental man in her new job place so that she can feel better. In another case, in A Smart Cookie subtitle, Esperanza is the one who is helpful for another by helping a woman to get to the downtown.

The next element in the third moral value is “to be caring, respectful, compassionate, tolerant, and forgiving of others”. This element of moral value appears in eleven subtitles, they are The House on Mango Street, Hairs, Cathy and Queen of Cats, Our Good Day, Alicia Who Sees Mice, The Family of Little Feet, Chanclas, The First Job, Born Bad, Elenita, Cards, Palm, Water, and A Smart Cookie. In most of those novel subtitles contained the value of compassion and caring to each other such as in The House on Mango Street subtitle where Esperanza’s father who nailed the wooden bars on the window so that she would not fall out, or in Hair subtitle, Esperanza’s mother appears to be a mother who is full of compassion so when she is holding her daughters, they will feel calm and safe.

In addition, the value of caring to each other showed in Cathy and Queen of Cats where a woman suggests Esperanza and her sisters not to be close to a person who is dangerous, or in A Smart Cookie subtitle where Esperanza’s mother asks her to go to school and study hard, and also in The First Job subtitle, Esperanza’s father suggests her to choose Catholic school even though it costs most expensive than in Public school. Furthermore, the point of being a respectful person showed in Our Good Day subtitle where Esperanza respects to other people by saying “They are wearing shiny Sunday shoes without socks. It makes their bald ankles all red, but I

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like them”. Regarding with the last element of the third moral value which is “to not hurt others”, unfortunately the researcher does not find any finding data in the novel.

Moving to the next moral value which is “caring for other living things and environment” is only indicated by one novel subtitle namely “And Some More”. In this novel subtitle, Esperanza’s mother asks her sister, Nenny, to get the broom because there are too much trash in their yard.

Regarding with another moral value which also appears in the novel is the moral value of “courage”. There are eight novel subtitles reflect this value, they are My Name, Louie, His Cousin & His Other Cousin, Marin, Those Who Don’t, And Some More, Sire, The Three Sisters, and Mango Says Goodbye Sometimes. In most of subtitles above, it indicates that Esperanza wants to prove that she is not afraid of anything or anyone as in Those Who Don’t, Sire, The Three Sisters, and Mango Says Goodbye Sometimes.

Lastly, the moral value of “faith” appears in six novel subtitles, they are Marin, Darius and The Clouds, Born Bad, Elenita, Cards, Palm, Water, Bums in The Attic, and The Three Sisters. In this case, the content of the novel is dominant with believe to something which is supernatural. As in Darius and The Cloud subtitle, Darius says to a person beside him that the shape of popcorn clouds in the sky is the appearance of God. Then about the believe of Esperanza and her family in Born Bad subtitle where she was born in an evil day so that her family pray for her safety. In addition, the believe to the supernatural things also appear for several times in Elenita, Cards, Palm, Water subtitle. In that part of the novel, Elenita is a witch and she can do everything. It is indicated by the existence of holy candles, dusty Palm Sunday cross, and picture of Voodoo hand taped to the wall in her house. Moreover, she also believes to the truth of fortune-telling of unordinary cards or Tarrot cards with certain pictures on them and how they reflect to this life.

In addition, such a believe also seems to be existed in The Three Sisters subtitle where once upon a time, those three sisters said to Esperanza that tomorrow will be rain by looking at Esperanza’s hands. Those three sisters also ask Esperanza to make a wish and then say that whatever she wished for, it will come true. Not only this kind of believe to supernatural stuff, strong faith comes from Esperanza’s heart that someday she will have her own house as in Bums in the Attic subtitle. The same case also exist in Marin subtitle where in that part, Marin believes that if she stays in the town where she lives now until next year, she is going to get a real job downtown.

Regarding with the content of the novel which is opposing to the moral values, the researcher finds facts that there are many novel subtitles which oppose with moral values. In this case, the first opposing fact appears in the second moral value which is “self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility” exactly the element of “to not exalt oneself, avoid greediness, and self-centeredness”. In the novel subtitle of The Family of Little Feet, a character named Lucy exalts herself and her sisters by comparing their condition to the family of little feet by saying their leg are good to look at and long.

The next moral value that is appeared to be opposed in the novel is “respect and caring for others” exactly in the element of “to not hurt others”. There are eleven novel subtitles in this finding, they are My Name, Our Good Day, Laughter, Gil’s Furniture Bought and Sold, Those Who Don’t, Darius and The Clouds, And Some More, The First Job, Edna’s Ruthie, Minerva Writes Poems, and Red Clowns. Most of those novel subtitles contain rude expressions such as mocking oneself as a stupid, crazy, and ugly person, or the act of being rude such as shouting to someone who is older as in Laughter subtitle. Moreover, the act of lying to others also found in the novel subtitles such as in The First Job, Edna’s Ruthie, and Red Clowns.

The last moral value to be opposed in this novel is “caring for other living things and environment”. There are three novel subtitles, they are Meme Ortiz, There was an Old Woman She Had So Many Children She Didn’t Know What to Do, and Born Bad that explore how some characters do not care of the environment by letting things around them dirty.

Last but not least, the positive values of a novel can be implemented in the teaching and learning process, since a teaching and learning does not only deal with the content of a particular subject, but it also develops a good characters of the students. It was stated by Julaiha (2014:1) that the character building should be done by the teachers from the planning, implementation, and evaluation of learning.

6. CONCLUSION

From broad explanation of findings and discussion of this research above, it can be concluded that only one major element of moral value which is “to not hurt others, e.g. do not murder, abuse, steal from, cheat, or lie to others” that does not exist in the novel. However, even though that element of moral value does not appear in the content of the novel, the facts that oppose with it seem to be found in eleven novel subtitles. Without leaving aside that fact, it is clear that five moral value categories exist in the story of the novel.

Moreover in detail, for the first moral value category of “commitment to something greater than oneself”, the first element of “to recognize the meaning and purpose of one’s existence” exist in two novel subtitles, the second element of “to seek truth” exist in five novel subtitles, and the third element of “to seek justice” exist in one novel subtitle. The second moral value category of “self respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility”, the first element of “to respect and care for oneself” exist in three novel subtitles, the second element of “to not exalt oneself, avoid greediness, and self-centeredness” exist in two novel subtitles, the third element of “to act with conscience” exist in three novel subtitles, and the last element of “to accept responsibility of one’s behavior” exist in five novel subtitles.

In addition to the next moral value category of “respect and caring for others”, the first element of “to recognize the connectedness between all people” exist in three novel subtitles, the second element of “to serve and to be helpful to humankind and individual” exist in four novel subtitles, and the last element of “to be caring, respectful, compassionate, tolerant, and forgiving of others” exist in eleven novel

subtitles. Moreover, the fourth moral value category of “caring for other living things and environment” exist in one novel subtitle. Next to the fifth moral value category of “courage” exist in eight novel subtitles and the last moral value category of “faith” exist in six novel subtitles.

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