

# **MORAL VALUES ANALYSIS IN THE DRAMA SCRIPT OF *HELEN KELLER***

**Cynthia Handayani, Clarry Sada, Eni Rosnija**

English Language Education Study Program Language and Art Education Department Teacher Training  
and Education Faculty Tanjungpura University Pontianak

Email: cynthiahndyn17@gmail.com

## ***Abstract***

*The purpose of conducted this research was to find out and analyzed moral values in the drama script of Helen Keller. The research method that the researcher used in this research was a qualitative descriptive method and the data collected through documentation technique. The researcher used descriptive analysis to analyzed the data based on the instrument of data analysis. This research used the drama script of Helen Keller written by William Gibson as the main subject. The researcher presented the moral values from the scene, act, and dialog. Based on the research findings, moral values that the researcher found in the drama script of Helen Keller classified into two types. The first is the issue of human relationship with themselves (personal life) that include patience, confidence, bravery, hardworking, and independence. The second is the human relationship with other human beings, including their relationship with the natural environment (social) that include love and affection, kind and friendly, cooperativeness, loyalty, thankfulness, respect, togetherness, and helping each other. In conclusion, drama script of Helen Keller can be one of the references to teach the moral values because moral values reflect all activities of people in society such as at home, at the office, especially at school.*

**Keywords: Moral Values, Drama Script, Helen Keller**

## **INTRODUCTION**

Literary work is a branch of literature dealing with words as the raw materials to create a picture, an idea or a story in a meaningful pattern. It is combined with the power of imagination and creativity which are supported by experience and observation. In most cases, literary work is referred to the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word (Klarer, 2004). Literature includes forms of writing which are deliberately and creatively experimented with language in order to suggest images and ideas that engage the imagination of the readers. Literature must also be a place that is able to deliver ideas that are thought and felt by the writers about human life. A good piece of literature is something that is capable to reflect the principles of humanity. It tells the problems of human life in their interaction

with the environments, others, and with themselves well as their interaction with God (Nurgiyantoro, 2005).

Drama is a form of literature. The word drama comes from the Greek meaning “to act, do or perform”, and it is in the several subtle and diverse meanings of “to perform” that drama can be said to have begun. In literature, a drama is the portrayal of fictional or non-fictional events through the performance of written dialog (either prose or poetry). Drama can be performed on stage, on film, or radio. Drama in literature refers to the performance of written dialogue and stage action. Drama is a literary genre that allows actors or actress to act out the words from the writer directly to be seen by the audience. Dramas are typically called plays, and their creators are known as “playwrights” or “dramatists.”

Drama script could be categorized as a literary work and as individual work of the in a logic story, as well as imagine the setting in

order to make story alive. Drama script is different from novels and short story because drama script intended to performed on the stage. In novels and short stories, the reader will be given a detailed description of a situation and the background for a particular event in the story itself, whereas in a drama script, the reader will be given only an overview of particular situation and the location or place. The dialogues will deliver the messages and thoughts from the author of the drama script itself. Reading a drama script is not only to entertain the readers, but also to tell the readers about the moral values that contain in the drama script itself.

Moral values can be used as a reference norm for a person or a group of people to determine whether the attitudes and actions are good or not. It is obvious that moral values always represented in daily lives (Wibawa, 2013). Moral values reflect all activities of people in society such as at home, at office, at school, etc. Many experts and researchers state that moral values are the important aspects especially at school. Educators in Chinese society regards moral values in education as the most important where some essential concepts of moral values and moral education become major issues and being discussed among educators (Ma, 2009).

In particular, a theory indicates that moral values are important to be existed in students' development. The importance of moral values in students' live is vital for teacher to apply an appropriate method to teach the students about morality because it is potential for the teacher to be blamed by society if the students misbehaves such as telling lies or unrespect to others (Roy, 2013). The students always observe their teacher at school especially when the teacher is teaching in the classroom. They are the truly master of imitating of what their teacher does especially for those who are still in the category of kids. Consequently, the teacher should set themselves as a model and be aware of doing wrong behavior in front of the students. Thus, they must pay attention to the moral education in order to not get the bad influences.

Thus, this research attempts to find out the moral values that the researcher conveyed in the drama script of *Helen Keller* and to describe the way of presented the moral values in the drama script of *Helen Keller*. The researcher presented the moral values from the scene, act, and dialog. In this research, the researcher used the drama script of *Helen Keller* to find out the moral values.

The researcher decided to choose the drama script of *Helen Keller* as the research subject due to several considerations. The first consideration is Helen Keller as a symbol of courage because she is a woman of luminous intelligence, high ambition, and great accomplishment. The second consideration is this drama script has many moral values about how to treat people who have disabilities. The third consideration is Helen Keller showed that deaf and blind people deserved respect. The last consideration is she brought encouragement to millions of blind people.

Drama script of *Helen Keller* by William Gibson has an interesting story to be staged because each character has a strong psychology character. Helen is a 7 years old girl who suffered from blindness and deafness since she was a baby due to the high fever she suffered. She spent her childhood with darkness and solitude accompanied by her favorite doll. Then came a teacher named Anne Sullivan who was willing to help Helen to learn language and manners using sign language. Through reading the drama script of *Helen Keller*, the students can know and learn that the moral values can be useful for their daily life.

The reason why the researcher chose drama script because the criteria of the drama script commonly artistic and only focus on the dialog and the narration directly and the moral values can be found easily only by reading the dialog or the narration. It means that drama script is one of the kind of literature which can be as the source to analyzed the moral values. It is interested to analyzed moral values because the researcher thought that moral values have big contribution towards the human life especially for the students. The researcher wanted to make a different research

about how the moral values presented in the drama script especially in the drama script of *Helen Keller* written by William Gibson from the scene, act, and dialog. Based on the explanations above, the researcher conducted the descriptive research to analyzed the moral values in the drama script of *Helen Keller*.

## RESEARCH METHOD

The approach that the researcher used in this research is qualitative research. In qualitative research, the researcher addresses research problems where the variables are unknown and require exploration. Qualitative research, apart from its relation to uninominal data analysis has six chief characteristics as suggested by (Creswell, 2012). The first is that to roam an issue and develop a sharp understanding of a central phenomenon. Second, it will entail the literature review that plays a minor role in justifying the problem. The third characteristic is that to determine the objective and research questions in a general and vast way in accordance with the participants and experiences. Fourth, it draws data based on words from a small number of individuals so that the participants' views are gained. Fifth, the data is analyzed for description using text analysis and interpreting the larger meaning of the findings. The last is that this kind of research will reveal the report using flexible, emerging structures, and evaluative criteria.

The method that the researcher used in analyzed the drama script of *Helen Keller* is a qualitative descriptive method. Descriptive research method is the kind of research that gives an idea or commentary on the state of things as clear as possible without any treatment of the object studied (Kontour, 2003). The researcher decided to employ the descriptive research method in this research because it required to describe something, determine the existing conditions, and analyze the research findings without drawing a generalized conclusion.

A qualitative study does not emphasize generalizations, yet concentrates more on the meaning to express a variety of qualitative information with careful and nuanced

description to describe accurately the properties of case (individual of group), the state of the phenomenon, and it is not restricted on data collections, but rather includes the analysis and interpretation.

The source of data that the researcher used in this research is the drama script of *Helen Keller* written by William Gibson which consists of 22 pages and 10 scenes. This drama was played by the students of English Language Education Study Program Tanjungpura University. The data in the drama script itself collected based on the instrument of data analysis that are the issue of of human relationship with themselves (personal life), the human relationship with other human beings, including their relationship with the environemtn, and relationship with God. It can be seen in the following table:

**Table 1. Types and Kinds of Moral Values**

No	Types of Moral Values	Kinds of Moral Values
1.	The Issue of Human Relationship with Themselves (personal life)	Honesty, humility, sincerity, patience, responsibility, confidence, self-control, bravery, regret, hardworking, fear, open hearted, and independence.
2.	The Human Relationship with Other Human Beings, Including Their Relationship with the Natural Environment	Love, affection, kind, friendly, cooperativeness, friendship, togetherness, kinship, loyalty, superior, thankfulness, regret, and helping each other.
3.	Relationship with God	Obedience, have positive thought, and gratitude.

## FINDINGS AND DISCUSSIONS

### Findings

This research was displayed and analyzed the data based on the instrument of data collection to find the moral values presented in the drama script of *Helen Keller*. The researcher found that there are two types of moral values in the drama script of *Helen Keller* as follows:

#### 1. The Issue of Human Relationship with Themselves (Personal Life)

Moral values in human relationship with themselves are moral values concerning human relationships with the personal life or the way humans treat themselves personally. Moral values in human relationship with themselves will encourage people to achieve happiness and perfection of life as a person through the use of all potentials, abilities, and skills they have without harming others which include:

##### a. Patience

Someone who is able to refrain himself from emotions and passions and is able to survive in any difficult situation without complaining certainly has an incredible patience. This kind of moral value can be seen from Miss Sullivan's dialog in scene 4. (*see page 64, line 5,6, & 7*)

There is an act that presented patience moral value which is shown by Miss Sullivan in scene 4. (*see page 64, line 19*)

Another patience value is also demonstrated by Miss Sullivan's acts in scene 5. (*see page 68, line 10*)

Another patience moral value is also showed from Miss Sullivan's act in scene 9. (*see page 73, line 22*)

Another patience moral value is also showed from Miss Sullivan's act in scene 10. (*see page 77, line 8-12*)

##### b. Confidence

Confidence can be described as a belief in one's ability to success. Confidence is feeling or belief that one can have faith in or rely on someone or something. This kind of moral values described from Kate's dialog in scene 1. (*see page 59, line 24*)

Another dialog also showed this kind of moral values as stated in Miss Sullivan's dialog in scene 4. (*see page 64, line 23&24*)

##### c. Bravery

Bravery is the quality or state of having or showing mental or moral strength to face danger, fear, or difficulty. Bravery is an attitude of self that enables someone to face risks as consequences of his true commitment (Webster, 2017). This kind of moral value described from Miss Sullivan's dialog in scene 6. (*see page 69, line 14*)

Another bravery value is also described from some of Miss Sullivan's dialogs in scene 7. (*see page 70, line 5&6*)

##### d. Hardworking

Hardworking is the maximum effort to meet the needs of life in this world and hereafter accompanied by optimistic attitude. Everyone should work to meet the necessities of life in this world. This kind of moral value described from the act of Helen in scene 4. (*page 65, line 5*).

Another hardworking moral value is also showed from Helen act in scene 10. (*see page 77, line 15,17,& 21*).

Another hardworking moral value is also showed from Helen act in scene 10. (*see page 78, line 4*).

#### **e. Independence**

Independence means free from outside control and not depending on another's authority. This kind of moral value can be showed in the dialog from Miss Sullivan in scene 3. (*see page 62, line 14*)

### **2. Human Relationship with Other Human Beings, Including Their Relationship with the Natural Environment (social)**

Humans as social beings certainly make contact with other human beings in everyday life, both within the family and society which include:

#### **a. Love and Affection**

Love is a mix of feelings and actions that shows a deep liking for someone or something. Affection is often associated with a feeling or type of love. This kind of moral values is shown from James's dialog in scene 1. (*see page 59, line 1,2, & 3*)

Another love and affection moral value is also demonstrated by Kate's dialog in scene 1. (*see page 59, line 6*)

There is another dialog and act from Kate which showed that she really loves Helen in scene 1. (*see page 60, line 7*).

There is an act from Miss Sullivan that showed this kind of value in scene 3. (*see page 62, line 22*).

#### **b. Kind and Friendly**

Kind is a good attitude having people to others or things. Friendly is someone or something exhibiting the characteristics of a friend, such as being kind, helpful, or affectionate. This kind of moral value is presented by the act of Captain and Kate, and continued by Captain's dialog in scene 3. (*see page 62, line 3*)

Another kind and friendly is presented by the dialog from Kate in scene 3. (*see page 62, line 10*)

This kind of moral value is also described from Arthur's dialog in scene 5. (*see page 66, line 5*).

This kind of moral value is also described from Arthur's dialog in scene 5. (*see page 66, line 5*).

Another kind and friendly moral value is also demonstrated by Kate in scene 5. (*see page 66, line 7*).

#### **c. Cooperativeness**

Cooperativeness involves the fact of doing something together or working together toward a shared aim. This kind of moral value proved from Arthur's act and dialog in scene 7. (*see page 70, line 21*)

Another cooperativeness moral value showed by James's dialog in scene 9. (*see page 76, line 14*).

#### **d. Loyalty**

Loyalty is the state or quality of being loyal, faithfulness to commitments or obligations. A loyalty people usually ready to support, ready to serve, ready to help, and trusted in carrying out consistent promises. This kind of moral value can be seen in the dialog from Miss Sullivan in scene 3. (*see page 62, line 18*).

#### **e. Thankfulness**

Thankfulness is word or action that shows that we are grateful to somebody for something. This kind of moral value proved from Miss Sullivan's dialog in scene 3. (*see page 62, line 9*).

Another thankfulness is also showed from Miss Sullivan's dialog in scene 5. (*see page 66, line 6*).

There is thankfulness value from another Miss Sullivan's dialog in scene 8. (*see page 72, line 8*).

Another thankfulness value is also presented implicitly from Arthur's dialog in scene 9. (see page 73, line 5&6).

Another thankfulness is also showed by Miss Sullivan in scene 9 in the following two dialogs. (page 75, line 4 & 6).

#### **f. Respect**

Respect is to show our appreciation of other people's self-esteem or other stuff besides ourselves. This kind of moral value can be seen from Miss Sullivan's dialog and act in scene 4. (see page 65, line 7).

Another dialog and act from Miss Sullivan is also shows her respect to Helen in scene 4. (see page 65, line 13&14).

Another respect moral value were showed from Arthur's dialog in scene 9. (see page 73, line 5&6).

Another respect moral value were showed from some dialogs from some characters in scene 10. (see page 78, line 20, 26, & 27)

#### **g. Togetherness**

Togetherness is a bond that is formed because of a sense of kinship/brotherhood, more than just working together or ordinary professional relationships. Common interests should take precedence over personal interests. This kind of moral value described from the narration in scene 5 and scene 9. (see page 66, line 1 and page 73 line 1).

#### **h. Helping Each Other**

Helping each other is a fellow and cooperation that helps us in the complete responsibility of the ethics that apply broadly. This kind of moral value has demonstrated by dialog and act from James in scene 4. (see page 64, line 8).

Another helping each other moral value proved from James's act and dialog in scene 8. (see page 71, line 9).

Another helping each other moral value proved from James's act and dialog in scene 9. (see page 75, line 2).

### **Discussions**

After the researcher presented the classification of moral value in the drama script of *Helen Keller*, the researcher intended to discuss the findings and how the researcher answer the research questions proposed in the first chapter.

There are two research questions that are concerned with the moral value in the drama script of *Helen Keller*. The first research question concern about what are the moral values that the researcher tried to convey in the drama script of *Helen Keller*. There are two types of moral values in the drama script of *Helen Keller*. The first is the issue of human relationship with themselves (personal life) that are honesty, humility, sincerity, patience, responsibility, confidence, self-control, bravery, regret, hardworking, fear, open hearted, and independence. The second is the human relationship with other human beings, including their relationship with the natural environment (social) that are love, affection, kind, friendly, cooperativeness, friendship, kinship, loyalty, superior and subordinate, thankfulness, respect, and helping each other. The second research question is how are the moral values presented in the drama script of *Helen Keller*. The moral values presented from the scene, act, and dialog. In this sense, the researcher conveyed, analyzed, and describbed all of the moral values from the drama script of *Helen Keller* very clearly by using understandable language that does not result in multiple interpretations.

After analyzed the data, there are two types of moral values that the researcher found in the drama script of *Helen Keller*. The first is the issue of human relationship with themselves (personal life) that are patience, confidence, bravery, hardworking, and independence. The second is the human

relationship with other human beings, including their relationship with the natural environment (social) that are love and affection, kind and friendly, cooperativeness, loyalty, thankfulness, respect, togetherness, and helping each other. It appeared that the most moral value that the researcher found in the drama script of *Helen Keller* is the patience value and respect value. Patience value was proven from Miss Sullivan act and dialog when she teaches Helen to spell the word. Miss Sullivan teaches Helen patiently although sometimes Helen gets angry and won't to learn or throwing the things near her. It means that Miss Sullivan knows how to treat someone with disabilities well. Respect value was proven from each character when they appreciate one's effort. They respect each other what one's have done. Miss Sullivan all the family members are respect what Helen have done and they were happy when Helen can spell many words well.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the analysis, the results reveal that there are two types of moral values in the drama script of *Helen Keller* written by William Gibson. There are two types of moral values that the researcher found in the drama script of *Helen Keller*. The first is the issue of human relationship with themselves (personal life) that are patience, confidence, bravery, hardworking, and independent. The second is the human relationship with other human beings, including their relationship with the natural environment (social) that are love and affection, kind and friendly, cooperativeness, loyalty, thankfulness, respect, togetherness, and help each other. The moral values in the drama script of *Helen Keller* presented presented from the scene, act, and dialog.

Moral values presented in the drama script of *Helen Keller* can be used as a guide for people especially for the students to live a life meaningfully. This drama script describe how people establish a good relationship with ourselves and fellow humans. The researcher delivered that patience and respect as the most moral values found. It means that, drama script of *Helen Keller* showed that patience

and respect are something important to be implemented in live especially for the students.

### Suggestions

Based on the research findings, the researcher would like to give suggestions to be considered by the students, the next researcher and, the English teachers. The researcher hopes that these suggestions can be applied in their daily life. The first is for the students, they should learn and apply mora values in their daily life. The second is for the next researchers who are interested in analyzing moral values in the drama script, they should find for many others drama script that present moral values. The third is for the teachers, this research can be as one the reference to teach moral values to the students.

## REFERENCES

- Arikunto. (1998). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Creswell, J. W. (2012). *Educational research*. USA: University of Nebraska-Lincoln.
- Klarer, M. (2004). *An intoduction to literary studies*. London: Routledge.
- Kontour, R. (2003). *Metode penelitian untuk penulisan skripsi dan tesis*. Jakarta Pusat: PPM.
- Ma, H. K. (2009). *Moral development and moral education: An integrated approach*. Hongkong: Hongkong Educational Research Association.
- Nurgiyantoro, B. (2005). *Pengkajian fiksi*. Yogyakarta: Universitas Gadjah Mada.
- Owen et al. (2013). *Responsible innovation*. United Kingdom: John Wiley & Sons, Ltd.
- Roy, S. (2013). *Importance of moral values in students' life*.
- Sugiyono. (2009). *Metode Penelitian Kualitatif dan Kuantitatif dan R&D*. Bandung: Alfabeta.
- Wibawa, S. (2013). *Moral philosophy in Serat Centhini: Its contribution for*

*character education in Indonesia.*  
Yogyakarta: Yogyakarta State  
University.