

CHAPTER I

INTRODUCTION

A. The Background of The Study

The most dramatic emergency in global public health is being fought by both national and local societies worldwide, and soon to be the economic, social and human crisis (Guterres, 2020).

The pandemic appears to offer an opportunity to rethink "What governments are for in similar vein (Mazzucato, 2020), by proposing a new, different framework for structuring public intervention properly to serve the public interest. Indeed, because of the scale of the crisis, governments have taken more responsibility to keep all people, households and businesses afloat (UN, 2020)

Based on the problems that have occurred since 2020 around the world regarding the Covid-19 virus pandemic, several things are very important to know and obey such as maintaining distance, following government regulations, and the urgency of the need for vaccines as defense from this dangerous virus. The form of vaccine urgency in the Covid-19 pandemic has similarities with the urgency of cloning humans as a means of donating human organs in this Never Let Me Go Novel. Cloned humans are considered as a forum for solving problems regarding the need for organ transpiration in the human body as a normal human need outside the Hailsam dormitory where cloned humans like Kathy H were raised.

From this, the researcher wants to show the moral development of the human society through the character of Kathy H about how the pressure on the general problem of government about a public urgency that involves a form of pressure that must be obeyed by the scope of society in a place and the Hailsam hostel as a cloned human area is enlarged in this case.

In addition to social policy, the consequences of the skills approach give insights Innovative Structures (Capriati, 2017) among others, and manufacturing methods (Meherrotra and Biggeri, 2007). Both theory and empirical evidence suggest that human moral development is profoundly shaped on the one hand by the dynamics of output – both positively and negatively on the other, the development of human potential, agency and empowerment often involves coping with industrial development processes. The result of human development is not impartial in the area of industrial development in particular, because it significantly affects the expansion of human capacities, either positively or negatively.

Researchers who aim to understand individual decision-making also shift towards cognitive morality as a way of assessing an individual Weighing and filtering of decision-making information (Rest, 1986; Treviño, 1992). This study of cognitive moral reasoning uses a well-established moral and reasoning system built by Kohlberg (1971).

Adolescence is a period of transition between children and adults. At this time there were many significant changes such as physical form, mindset, and

moral behavior. This sudden change of change places adolescents in a confused thinking situation, this affects their instability and affects bad decision-making.

During this period of identity development, it is important for teenagers to know what and how their passion is. Adolescents are also often required to maintain their behavior patterns to achieve a form of community structure that is considered to be a standard in a community in the social sphere.

These community standards are formulated and included as a person's reference in taking right or wrong actions, or are called morals (Hooks, 1999). Next, Hook (1999) states that the concept of morality itself is influenced by rules and norms culture in which a person is raised, so that it is internalized within that person. Morality is not part of "standard equipment" when someone is born, because someone is born immoral.

The nature of every human being is the change in emotional attitudes that have been studied since the stage of psychology by a systematic psychologist *Pieget* (1965). The first systematic theory based on empirical research was introduced by *Lawrence Kohlberg* (1969).

Based on *Pieget* and *Kohlberg* moral development raises a feature based on responses about the inference of the development of good and bad people in a community Moral development is a form of reflection on how a person lives from an early age to adulthood.

In preschool children, it is described that their moral evaluation arises from a sketch of the results of their views, or in other words, they pay attention to various pieces of information. However, in older children the 5 to 8 year age range gave weight to one information goals *Killen & Smetana* (2015).

It can be concluded that in children, new information has a tendency to have a negative moral impact, while in older children the tendency of information will have negative moral if an action can be seen and has evil intentions. Evidence of this shift is gathered through assignments that require children to understand a case in a story about whether something is good or bad. In some cases it shows that the tendency of children to curse unsupported behavior, in this moral behavior illustrates that their moral intuition focuses on negative results rather than the absence of negative intentions *Margoni & Surian* (2017).

In Conventional morality play an important role in shaping a person's character when they are adults, this is because the rules or norms that apply in an environment will build a perception of on person who will become the successor of a new society in the scope of life.

Conventional morality In conventional morals consists of two stages, namely *Good Interpersonal Relationships* with an age range of 13-16 years. At this stage the children show moral behavior by conforming to the rules for approval others and to maintain good relations with them. Order to be called as a good child, the individual tries to be trusted by the group, behave in accordance

with the demands of the group and try to meet expectations group. So at this stage the individual has realized the value in a group. Altruistic characteristics are quite prominent, namely he is more concerned with others than himself. An attitude of mutual empathy causes children in this stage to ignore reciprocal and mutually beneficial relationships. Therefore in deciding a moral action that is considered "good", an individual will seek external approval from various unwritten information. It should be noted that the level of individual egocentrism at this stage still cannot be eliminated

In the next stage of conventional moral is *Maintaining the Social Order* with an age range of 16 years and over. at this stage the individual is required to uphold the rules and laws that have been mutually agreed upon. Individuals believe that when social groups accept that rule appropriate for all group members, they must act accordingly these regulations in order to avoid criticism and social disapproval. at this stage orientation as a person who is loyal, like heart, fulfilling the expectations of a person or group change with the orientation of maintaining and maintaining the social system. Orientation carry out obligations properly and eliminate the ego that is still exists at the third stage of moral reasoning.

Bildungsroman is the term labels to literary works that trace the protagonist's journey from childhood to adulthood, from immaturity to maturity. *Murfin and Ray* (1997) describe the genre, they state that it is a novel that traces the protagonist's process of development from the early stages of his life to

maturity, the process continues until he comes to understand and perceive his position and his function in the world.

This novel was published in 2005 and was included in TIME magazine's 100 best novels in the world in its first year of publication. This novel has also been a Best Seller for years, consisting of 360 pages with a paper size of 13.5 x 20 cm. The novel also won the Nobel Prize for Literature in 2017.

In the novel *Never Let Me Go* by Kazuo Ishiguro, describes the stages of moral development in various characters represented by the main character who is the point of view in this novel, namely the character Kathy H.

The novel *Never Let Me Go* the planting of rules and norms that apply to cloned humans in Hailsam's dormitory is the starting point for how the moral development of Kathy H's character as the main character and how the moral impact as an adult.

Here example of Moral Development of Kathy H (K) in text *Never Let Me Go* novel:

K: “There have been times over the years when ‘ve tired to leave Hailsam behind, when I’ve told myself I shouldn’t look back so much. But then there came a point when I just stopped resisting. It had to do with this particular donor I hand once, in my third year as a carer; it was his reaction when I mentioned I was from Hailsam.” (Kazuo Ishiguro *Never Let Me Go*: 13: 2005)

This quote is made in chapter 1, when Kathy presents herself. It establishes its relentless and distinctive drive, which will lead the rest of the novel to look back on the past. It also sets up Hailsham, the school where Kathy and her friends Tommy and Ruth were brought up. Hailsham's remembrance serves as a key to all Kathy's memories. It is where her most important relationships begin and where her happiest memories originate. Kathy doesn't notice that she looks forward to the future.

Her attempt to stay with Hailsham defines her life as a career, as she both reviews the school in memory of Hailsham and searches for donors. In this quote, Kathy says she has tried to stop looking back and when one of her donors asks her to share Hailsham's memories, she stops resisting. Kathy realizes how fortunate she was when she grew up at Hailsham, realizing that he wanted to forget his potentially traumatic memories of her childhood.

So from the explanation above, the researcher chose the novel *Never Let Me Go* as research data on character moral development through the analysis of the main character (Kathy H) of this novel.

B. The Problem of the Study

Based on the background of the study above, the problems that are discussed in this study are:

1. What are influences of conventional morality shaping moral development of Kathy H's in novel *Never Let Me Go*?

2. How does conventional morality shape the moral development of Kathy H's in novel *Never Let Me Go*?
3. Why is the conventional morality shape morality in the novel *Never Let Me Go*?

C. The Objective of Study

In this research, the resacher is intended to find out that their objectives based on the problem that has been decided:

1. To find out influences of conventional morality in shaping a Kathy H's moral development in the novel *Never Let Me Go*.
2. To explain the process of conventional morality shaping moral development of Kathy H's life in novel *Never Let Me Go*.
3. To give reasons for conventional morality in moral development of human.

D. The Scope of the Study

The researcher limit the analysis of this study to concentrate on the specific object that has been closed in order to get the best results in it. This research was conducted to understand one aspect of literature, namely the stages of *moral development* in psychoanalysis. Researchers focus on finding the causal effects of moral development with conventional initial scope on Kathy H character analysis in the novel *Never Let Me Go* by Kazuo Ishiguro.

E. The Significance of the Study

This study is expected to achieve some significance, such as:

1. Theoretically the findings are expected to increase knowledge in the findings of new findings by students about moral development in literature, and a reference to readers of this study in studying literature in the context of character analysis in a literary work.
2. Practically, it is hoped that the findings of this research can be useful and relevant for researchers who are interested in conducting research on character characterization in novels or other literary works as a follow-up study. It is also hoped that this research can be used to develop and provide inspiration with similar ideas.

