MORAL MESSAGES ON THE TRILOGY OF J.R.R. TOLKIEN'S THE LORD OF THE RINGS

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By
Neng Syifa Masnoneh
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By
Neng Syifa Oktora Masnoneh
Student ID. 202101933

Approved By

Supervisor I
Supervisor II

Drs. Irman Nurhapitudin
NIP. 150 275 610

Hasbi Assiddiqi, S.S.

Legalized By

Head of English Department
Dean of Adab and Humanity

Drs. Abd. Hannan EF., M. Ag.
NIP. 150 239 683

Drs. H. A. Svihabuddin, M.A.
NIP. 150 041 553
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This paper has been examined by the examination committee, on February 28th 2007 and has been legally as one of the requirement to achieve Sarjana Sastra Degree of English Letters Department

The Examination Committee

The Chairman Committee
Drs. H. Nuruddin Hidayat, M.A.
NIP. 150 201 003

The Secretary Committee
Drs. Abd. Hannan EF, M. Ag.
NIP.150 239 683

Examiner I
H. Lili Awaludin, S.S.

Examiner II
Pepi St. Paturohmah S.S., M.Pd.
This paper is dedicated to the two people whose blood flow in my veins. Nothing is comparable to the love and life, time and prays that they have given to me.
PREFACE

Praise be to Allah, the most merciful, the most beneficent

First and foremost, thanks to Allah almighty who has given me heart to feel and mind to think, with which I can finish my graduating paper entitled Moral Messages on the Trilogy of J.R.R. Tolkien’s The Lord of the Rings. Through this paper, I intend to say that learning is a valuable thing in our life, and anything we encounter can be a source of lesson. This is the thrust of this paper. Although the whole characters in the novel are fictitious, but it is not a matter at all.

I also say thousands of thanks to the two supervisors, Mr. Irman Nurhafitudin and Mr. Hasbi Assiddiqi, who have given me lots of help and time in accomplishing this paper. Nothing valuable I can give to them save the sincere prays that I say, wishing them to always have a wonderful and valuable life with abundant gift from Allah.

At last, this paper is dedicated to those who are deeply involved in the field of literature. This paper is far from the word ‘perfect’ though, and there seems a lot of lacks here and there, however I hope that this paper can give them so much help. Of course, I am open to suggestions aimed at improving the quality of my writing.

Bandung, February 2007

The writer
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I will never forget, as long as I have air to breathe in, to say lots of thanks to my Lord, Allah My God Almighty who has put in me a high spirit to accomplish this somewhat exhausting task. Without the spirit, this paper would be nothing at this moment. I say many thanks too to all the people who had become the supporters while I was struggling in finishing this final task: Umi who has given me an endless love; aa who always gives me anything that can be given (thanks for everything); Ah Muhyidin, my inspiring brother; Ah Rahmat, my lovely brother (thanks for being my brother and at the same time my friend); Teh Elih who gives me anything she can give; Saidah, my cute sister (thanks for always hearing me); A Aziz; A Ja’far; and the last Zakaria, my friend and at the same time my half of my life (thanks for the love and everything you’ve done and given to me). I also do not forget to say thanks to my entire friends: Widya (thanks for all your inspiring words), Lia, Ambar, Mamlu, Anne, Nita, Rena, Wulan, K Gofur, Elin, and everyone whom I can not name one by one. My thanks is given as well to my Examiner, Lili Awaluddin, S.S., for having opened by sight that this paper is far from perfect.

This task took many months to be accomplished, and it was a sort of a tiring one. However, eventually I made it. Of course, this paper would be nothing at this time without their supports given to me. Not much I can give to them save a little pray that I say in every time I remember their benevolence, wishing them to have all happiness from Allah.
ABSTRACT

Neng Syifa Oktora Masnoneh
202101933

Moral Messages on the Trilogy of J.R.R. Tolkien’s The Lord of the Rings


Berdasarkan pendapat-pendapat diatas, diambil kesimpulan bahwa The Lord of the Rings, sebuah novel fantasi yang dikarang oleh Tolkien, dapat memperdalam pemahaman moral dan sekaligus menghibur pembacanya. Dengan kata lain, ada nilai-nilai moral yang bisa dipelajari dari keseluruhan cerita, dari perbuatan karakter, dan dari perkataan yang mereka ucapkan. Pertanyaannya adalah pesan moral apa saja yang bisa dipelajari, dan karakter mana saja yang menjadi penyampai pesan moral tersebut. Untuk menemukan jawaban bagi keduanya pertanyaan tersebut, sebuah analisis dilakukan menggunakan metode deskriptif analitik, yaitu dengan cara mendeskripsikan karakter dan segala sesuatu yang berhubungan dengan karakter, kemudian karakter-karakter tersebut dianalisis.

Dari hasil analisis, empat puluh tiga pesan moral didapatkan dari perbuatan karakter dan perkataannya, dan satu pesan moral didapatkan dari keseluruhan cerita novel tersebut. Kesemua pesan moral tersebut dibagi kedalam tiga jenis, yaitu pesan moral yang berhubungan dengan individu, pesan moral yang berhubungan dengan sesama, dan pesan moral yang berhubungan dengan alam semesta.

Lawrence in his *Why the Novel Matters* (1936) says that novel is the one bright book of life that can make the whole man alive tremble. For that reason, he is of the opinion that novel is important. Moreover, he suggests readers make novel as a source of education. In another essay, he reveals the necessity of learning from anything the characters of a novel go through. Palmer, in the same vein, points out in his *Literature and Moral Understanding; A Philosophical Essay on Ethics, Aesthetics, Education, and Literature* (1992) the possibility of learning from fiction although it is fictitious. Fiction does not directly educate about morally good and bad like religious book does. However, it shows, for an instance, the consequence of the evil and the good deeds of the characters, and at the same time invites readers to take part emotionally. Fiction, according to him, can provide moral insight, deepen readers’ understanding of human conduct, show them things about the nature of evil, help them to see beneath appearances and thus distinguish the genuine from the phoney. These Lawrence’s and Palmer’s are in line with the functions of literature from Horace, namely *utile* and *dulce*, teach and delight.

Based on the Lawrence’s, Palmer’s, and the *utile* and *dulce* of Horace, it is considered that Tolkien’s fantasy novel *The Lord of the Rings* has moral values that can be learned. It can deepen readers’ moral understanding, and at the same time entertains them. In other words, there are moral values that can be learnt from the overall story, from the characters’ deeds, and from the characters’ utterances. The questions are what moral messages that can be learnt, and which characters who have become the moral message conveyers. To find the answers for the two questions, an analysis is made using analysis descriptive method. Through this method, at first anything concerning the characters is described, then it is analysed.

After being analysed, there are forty-three moral messages grasped from the characters deeds and utterances, and one from the overall story. Those moral messages are classified into three types: moral messages that relate to individual, moral messages that relate to each other, and moral message that relate to nature.

Concerning the characters of the novel, they are abundant. There are seventy-six characters employed in the novel. In spite of this, not all characters are moral message conveyers. From the seventy-six characters, nineteen of them are not moral message conveyers. This is mostly by virtue of their small roles. The moral message conveyers themselves are divided into two types. They are moral message conveyers based on their deeds and moral message conveyers based on their utterances.
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