

A Description on Moral Values of David Oliver Relin's and Greg

Mortenson's Novel "Three Cups of Tea"

GRADUATING PAPER

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In English Department of Education Faculty



By:

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DECLARATION

In the name of Alloh the Most Gracious the Most Merciful.

Hereby the writer fully declares that this graduating paper is made by the writer himself, and it does not contain materials written or having been published by other people, and that from other people's ideas except the information cited references.

The writer is capable account for this graduating paper if in the future this graduating paper can be proved of containing others idea or infact the writer imitates the other graduating paper.

Likewise, this declaration is made by the writer to be understood.

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ATTENTIVE COUNSELOR'S NOTE

Case : BUDI NUR VIANTO's Graduating Paper

Dear

The Head of State Islamic
Studies Institute of Salatiga

Assalamu'alaikum, Wr. Wb.

After reading and correcting BUDI NUR VIANTO's Graduating Paper entitled "A Description on Moral Values of David Oliver Relin's and Greg Mortenson's Novel "Three Cups of Tea". I have decided and would like to propose that if it could be accepted by education faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum, Wr. Wb.

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A GRADUATING PAPER

A Description on Moral Values of David Oliver Relin's and Greg Mortenson
Novel "Three Cups of Tea"

ARRANGED BY:

BUDI NUR VIANTO

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Has been brought to the board of examiners of English Department of education
faculty state for Islamic studies institute (STAIN) on 02th 2012 and hereby
considered to completely fulfilled the requirements of the degree of sarjana
pendidikan islam (S. Pd.I)

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MOTTO

Man Jadda Wajada

Live is Dreams

(WHEN Truth and desire meet, dreams are born)

DEDICATION

This research is dedicated to:

1. My beloved mom and dad, thanks for all love, support, prays, trust and finance.

There are no words which can describe my thanks to you. I love you so much.....

2. My beloved young sister, Muhammad Farkhan, Dik Ulva, thanks for being my place to share about anything,,,,,

3. My beloved young brothers, Mbak Shophy and Mas Bowo thanks for togetherness and love.

4. My someone, thanks for everything.

5. My friends in boarding house: Arip, Ambon, Azes, Kotem, Catur, Abid Thanks for the unforgettable moments during my stay in Salatiga. I hope our brotherhood will never end. I love you so much and keep in touch.....

6. My best friends, Latief, Nawawib, Zam, Umam, Mr. Umam, Mulat, Makmun, Aryanti, thanks for the time of sharing and hanging around together.

7. My friends in TBI B'06, thanks for our togetherness and experiences. I will never forget you all.

8. The big family in Pmii Cabang Salatiga, komisariat Joko Tingkir JL Klaseman. Especially for Kang Huda, Kang Ateng, Kang Lupek and Kang Dlomir thanks for yours suppor and criticism. Which have given me many best experiences and friends.

9. All of my friends, who cannot I call one by one

ABSTRACT

A Description on Moral Values of David Oliver Relin's and Greg Mortenson's Novel "Three Cups of Tea". This novel has certain messages that are delivered by the author lovely. Therefore the writer would like to explain the purpose of this graduating paper they are to describe the intrinsic literary elements of the novel, to analyze the cultural background and its correlation with moral values and to find out the fundamental the moral value of the novel. The method that is used in this graduating paper study is descriptive qualitative method which focused textual data analysis. David and Mortenson's novel is full of struggle to help poor society in Pakistan and Afganistan. There are many moral values can be implicated in our life, such as life is a struggle, life is sacrifice, life is to share, be optimist in facing our life, long life learning, live on dream, respect to our parents, believe in our ability, be a nature lover, love, respects to other cutural, respect to other religions.

Keywords: moral values, literary elements, cultural background

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Thanks to Allah SWT because of His wonderful blessing and His mercy, the writer can finish this Graduating paper successfully. His incredible blessing makes the writer realize that nothing is difficult in His eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved Prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

1. Dr. Imam Sutomo, M.Ag as the head of State Islamic Studies Institute (STAIN) of Salatiga.
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7. All of my friends who have helped me to finish this Graduating paper.
10. All of TBI '06
11. Those who cannot be mentioned one by one

Finally, this Graduating paper is expected to be able to provide useful knowledge and information to the readers, and the writer is pleased to accept more suggestion and contributions from the reader for the improvement of this Graduating paper.

Salatiga, 8 Sept 2012

The Writer

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Human is an individual and social creature. As individual creature, human has a freedom to do what they want and to convey their idea and feeling. As social creature, human can not live without other help. They need to interact and communicate with others. That is why human need language as a culture code. According to Robert Lado, language is a part of the culture of people and the chief means by which the members of a society communicate. A language therefore is both a component of culture and a central network through which the other components are expressed (Lado, 1964: 2). Therefore, language can not be separated from the culture of the society, because language is a symbol of a nation.

As a human being, we are always curious about anything that happens around us. We always want to know and search much information to solve our curiosity. We can search information through watching, listening and reading. Reading is the complex activity which mobilizes a large number of separated activities such as: people must use their understanding and imagination, notice and recall (Soedarso, 1991: 4). By reading we can get much information such as: news, knowledge, politic, religion, education and soon. Beside that reading can train our brain develop and recall what we have read. While reading, our brain will imagine about the events which happen in the story that we read. It

will not be happened when we watch the movie. On the movie, we just receive the story without imagine it because we can see the events on the movie directly.

Talking about novel, it can be one of the various texts of literary works. Novel has certain messages that are delivered by the author so that the reader gets the abstract experience from the story. As said by Robert Stanton, novel is a long story that present in detail the development of a character or a large complex social situation or a relationship involving many characters or a complicated event covering many years or a complex relationship among a few characters (Stanton, 1965: 44). By reading a novel we do not only get a pleasure but we can take the messages as well. It will inspire us to find the solution in facing problem of life and to make a change in the way of our life without taking any risks, because we just take a part in the action of the story by using our imagination.

In this study the writer would like to discuss about the novel of David Oliver Relin "Three Cups of Tea". The story is very interesting. It shows us about the power of dream. The main character is Greg Mortenson. He comes from America, he climbed Karakoram mountain but suddenly he got an accident.

Education is very important in our life, but not all people can get education because the payment of the school is too high by some people. The parent can not pay the school fee for their children. The children prefer working to studying to fulfill their necessities. On the other hand education has

an important role in human life. By education we can get better life in the future and wipe out the ignorance, illiteracy, poverty and the poor or behavior. There are many cases in our country, for example crimes because of faulty education background.

In this research the writer takes the educational values from the novel of *Three cups of tea*. The writer hopes that this research can help the reader in solving their problem and the writer would like to emphasize the importance of education. So for such purpose the writer is interested in conducting a research entitled **“A Description on Education Values of David Oliver Relin’s and Greg Mortenson’s Novel “Three Cups of Tea”**.

B. Statements of The Problem

In this research, the writer would like to focus on the following problems:

1. Does the author use the intrinsic literature elements in the novels?
2. How is the cultural background of the novel?
3. What are the fundamental education values of the novel?

C. The Objectives of The Study

Based on the statement of the problems above, the objectives of the study are as following:

1. To find out the intrinsic literary elements of the novel *“Three Cups of Tea”*.

2. To analyze the cultural background and its correlation with educational values.
3. To find out the fundamental educational of the novel.

D. The Benefits of The Study

The benefits of the study in this research are divided into two parts:

1. Theoretically

The result of the study is expected to be beneficial to the world of literature as the complement of the study of Three cups of Tea and can contribute to the development of value education.

2. Practically

The writer expects that the result of the study can give the advantages as follows:

- a. Contribute to the development of literary study, particularly among students of STAIN Salatiga who are interested in the literary study.
- b. To enlarge our knowledge about the education world.
- c. To remind the reader about the importance of education in our life.
- d. To give spirit to the reader to reach our dreams

E. Clarifications of key Terms

This research consists of five main terms that are necessary to be explained. To avoid the mistakes of the title consideration, the writer wants to clarify the meaning briefly:

1. Description

In the Webster dictionary (Webster,1982:610) description is describing or a representating produced by a describing something material or immaterial.

2. Moral Values

According to (Hurlock, 1977: 386)Moral behavior means behavior in conformity with the moral code of social group. “Moral” comes from the latin word mores, meaning meaners, custums and folkways. Moral behavior means behavior in conformity with the moral code of social group. It is controlled by moral concept the roles of behavior to which the members of a culture have become accustomed and which determine the expected behavior patterns of all group members. (Fraenkel, 1980:10-15) said that value is divided into two categories. The first is aesthetic which is referring to what people think of as something beautiful. The second is ethics which is referring to the study of how people act.

From the explanation above, it can be concluded that educational values is something important which people think or do relating to or concerned with education.

3. Novel

A novel is a work of narrative prose fiction that is usually too long to read at a single sitting. A novel differs from all other literary forms. A novel introduces its reader to fictional characters interacting on one another in some meaningful way. (Chase, 1965: 583)

A novel can be social, can describe scenes in which several people or whole groups of people participate but it can be private as well and it can follow its characters into the deepest recesses of them selves, penetrating their loneliness and their secret triumphs with all the intimacy of lyric verse.

4. David Oliver Relin and Greg Mortenson

David Oliver Relin is the co-author of *Three Cups of Tea*, along with Greg Mortenson. Relin is a contributing editor for *Parade* and *Skiing* magazines. He has won more than forty national awards for his work as a writer and editor.

Relin is a graduate of Vassar and was awarded the prestigious Teaching/Writing Fellowship at the Iowa Writer's Workshop. After Iowa, he received a Michener Fellowship to support his groundbreaking 1992 bicycle trip the length of Vietnam. He spent two additional years reporting about Vietnam opening to the world, while he was based in Hue, Vietnam's former imperial capital. In addition to Vietnam and Pakistan, he has traveled to, and/or reported from, much of East Asia.

For two decades, Relin has focused on reporting about social issues and their effect on children, both in the U.S., and around the world. He is currently a Contributing Editor for *Parade*. For his work as both an editor and investigative reporter, he has won dozens of national awards. His interviews with child soldiers (including a profile of teenager Ishmael Beah, who would later write the bestseller *A Long Way Gone*) have been

included in Amnesty International reports. And his investigation into the way the INS abused children in its custody contributed to the reorganization of that agency.

Relin is currently at work on a secret book about food, a children's book with the artist Amy Ruppel, and a novel about Vietnam.

Mortenson was born in Minnesota in 1957. He grew up on the slopes of Mt. Kilimanjaro, Tanzania (1958 to 1973). His father Dempsey, co-founded Kilimanjaro Christian Medical Center (KCMC) a teaching hospital, and his mother, Jerene, founded the International School Moshi.

He served in the U.S. Army in Germany (1977-1979), where he received the Army Commendation Medal, and graduated from the University of South Dakota in 1983.

In July 1992, Mortenson's sister, Christa, died from a massive seizure after a lifelong struggle with epilepsy on the eve of a trip to visit Dysersville, Iowa, where the baseball movie, 'Field of Dreams', was filmed in a cornfield.

To honor his sister's memory, in 1993, Mortenson climbed Pakistan's K2, the world's second highest mountain in the Karakoram range. While recovering from the climb in a village called Korphe, Mortenson met a group of children sitting in the dirt writing with sticks in the sand, and made a promise to help them build a school.

From that rash promise, grew a remarkable humanitarian campaign, in which Mortenson has dedicated his life to promote

education, especially for girls, in remote regions of Pakistan and Afghanistan. (*Biography –TCT. Com*)

5. Three Cups of Tea

In 1993, mountaineer Greg Mortenson attempted to climb Karakoram(K2), the world's second highest mountain and located in the Karakoram range of northern Pakistan-administered Kashmir, as a way of honoring the memory of his deceased sister, Christa. As a memorial, he had planned to lay her amber necklace on the summit of Karakoram (K2). After more than 70 days on the mountain, Mortenson and three other climbers had their ascent interrupted by the need to complete a 75-hour life-saving rescue of a fifth climber. After getting lost during his descent, alone, he became weak and exhausted. Instead of arriving in Askole, where his porters awaited, he came across Korphe, a small village built on a shelf jutting out from a canyon. He was greeted and taken in by the chief elder, Haji Ali of Korphe.

To repay the remote community for their hospitality, Mortenson recounted in the book that he promised to build a school for the village. After difficulties in raising capital, Mortenson was introduced to Jean Hoerni, a Silicon Valley pioneer who donated the money that Mortenson needed for his school. In the last months of his life, Hoerni co-founded the Central Asia Institute, endowing the CAI to build schools in rural Pakistan and Afghanistan. *http/ TCT. Co.Id*

F. Review of Previous Researches

In this research, the writer would like to analyze the educational value of the novel "Three Cups of Tea" by using library analysis. To make sure that this research is original, the writer would like to present other researches that have close relation with the study of "Three Cups of Tea"

The first researches is Educational Values of The Novel "Even After all This Time" written by SitiZulaikhoh. In her research, she found that education is very important for everyone in the world. By best education, we can make our dream come true, even if it is impossible dream. We have to be optimists and enthusiastic in enduring life and struggle for reaching our dream. Besides that education is not only to develop science, skill and technology but also tries to develop personality and moral ethic that can be called by education value.

The second is "The Education Moral Values in Novel Ketika Cinta Bertasbih" written by Widiastuti. In her research, she analyzes the moral education of the novel. She found that novel is not merely an art and story but also a political, economic, cultural, religious, fiqh, ethic, language, dakwah (mission) and it can be one of material to teach moral education. She concluded that moral education is not always presented by discussions in the class lesson by formal education but we can also use other ways to teach it, for example literature book like novel to deliver it messages.

The third is "An Analysis of Education Values of Habiburahman El-Shirazy's Ayat-ayat Cinta" written by Indri Astuti. She tries to find out the

fundamental moral values of the novel as how they are presented in the novel. The novel tells about the love ethical code and the way to love other. The fundamental moral values are creative power, respect each other, social interest and consistently. She also tries to analyze the cultural background of the novel and its correlation with moral values.

Beside on three research above, the writer also analyze the research entitled “Educational Values of Adam’s story in The Holly Qur’an” written by Agus Najib. He tries to analyze the educational values from Adam’s narrative in holly Qur’an and its implication. His study shows that education values can be accomplished through reward, punishment, experience and religion. He also describes that Qur’an is the first source for Moslem as a guidance in life.

G. Research Methodology

In analyzing the novel “Three Cups of Tea” the writer takes a certain procedures as following:

1. Research Object

The research object in this study is the main characters in novel “Three Cups of Tea” written by David Oliver Relin and published by Mizan.

2. Data Source

Data source is divided into primary and secondary source.

a. Primary Source

It is a source of original data and a basis of research (Soeharto, 1989: 12). The primary source is taken from the novel "Three Cups of Tea".

b. Secondary Source

It is a data source, which is used to support and complete the primary data. The data is taken from any kinds of books and relevant materials such as books of literature theories, value and education.

3. Type of Research

This is library research. Library research is a research which is conducted by collecting secondary data from books, regulations and academic writing (Sumanto, 1995: 16)

4. Technique of Data Collection

To collect the data, the writer uses library research and documentation. The writer also looks for other information that is relevant and appropriate with the research problem. In collecting the data, the writer does some following steps:

- a. Reading and analyzing the novel Three Cups of Tea
- b. Collecting the data from books and academic writing that have relation with the research.
- c. Writing down the important note in the novel Three Cups of Tea and others books.

- d. Arranging the data into several parts.
- e. Concluding the data

5. Data Analysis

In data analysis, the writer tries to analyze the novel in order to know the content of the novel and the messages that written by the author. The technique of data analysis in this study is descriptive and the interpretation of the text is content analysis. In conducting analysis, the writer uses some steps as follows:

- a. Describing synopsis of the novel Three Cups of Tea.
- b. Finding the cultural background of the novel.
- c. Extracting the educational values from the novel.
- d. Concluding based on data analysis.

H. Thesis Outline

To make easier to the reader in understanding the whole content of the thesis, the writer organizes it into five chapters as following:

The First chapter is introduction, containing background of the study, statements of the problem, the objectives of the study, the benefits of the study, clarification of key terms, review of previous research, research methodology and thesis outline.

The second chapter discusses about theoretical review. This chapter explain deeply about education, value, and description of educational values.

The third chapter focuses on biography of author, cultural background of the novel, synopsis of the novel and analysis of literary elements of the novel.

The fourth chapter explore about some says on the novel and education values as seen on the novel.

Then the final chapter, the fifth chapter is explain conclusion and suggestion.

The last part is bibliography.

CHAPTER II

THEORITICAL REVIEW

In this chapter, the writer would like to discuss about moral, value, and the description of moral values, background of the novel.

A. Moral

Moral is a word which has relation with behavior. Parent often talk to their children that they must a good moral. According to Elizabeth B. Hurlock, moral comes from the latin word mores, that mean manners, costumes, and folkways (Hurlock, 1977:386). Moral behavior is controlled by moral concept the rules of behavior to which the members of culture have become accustomed and which determine the expected behavior pattern all of group members (Hurlock, 1977:186).

Moral issues arise more fundamentally when the choices of people face will affect the well-being of others by either increasing or decreasing it, causing them harm or benefit (Barcalow,1994;4). As a intellect person we must be able to differentiate between good and bad attitude so we will not harm. Good behavior will carry into a good life.

Hurlock said (Hurlock, 1977:386)Behavior which may be called true morality not only customs to social standard but also is carried out voluntarily. It comes with the transaction from the external to internal authority and consist of conductregulated from within. It is accompanied by a feeling of personal responsibility for one's act.

B. Value

Value means the worth of a thing. Value (in the singular) is sometimes used as an abstract noun. In a narrower sense to cover only that to which such terms as “good” desirable or “worthwhile” are properly applied and in the wider sense to cover, in addition all kinds of rightness, obligation, virtue, beauty, truth and holiness. (Edwards, 1967: 229)

According to (Earle, 1992: 297). value is positive quality of anything whereby it is desirable, useful, interesting, good, and important. Only a few of the terms available for the expression of positive values. Whether values are part of the intrinsic nature of things or simply a matter of how humans respond to things is controversial.

From the two explanations above it can be concluded in a short that value usually contains the principles of what is good to follow and what is bad to avoid. The sense of value of a person distinguishes which one is important and which one is not. Values are an idea or concept about what someone thinks is important in life.

According to (Syam, 1986: 64-65) values are not equal and the same lofty height. These values are significantly higher and lower compared with other values. Based on the statement above, values are grouped into four levels as follows:

1. Value of enjoyment: in this level there is a row of values that comfort and uncomfortable that cause people happy or miserable.

2. Value of life: in this level there are important values for life. For example: health, body, fitness and the general welfare.
3. Mental values: in this level there are psychological values that are not entirely dependent on the physical and environmental conditions. Such values are beauty, truth and pure knowledge attained in philosophy.
4. Spiritual values: in this level there are modalities of the sacred and unsacred values. The values of this kinds consist mainly of personal values, especially God as the highest personal.

Values in literature are the same as value in life. For literature as its best is life. It is not just about life, it is life itself, (Chase, 1965: 1). It means that when we read a novel, if we are good readers, we look for the values. If we do not find them, then we can be very sure that we are reading is not worthy for us, that is silly or empty or unreal. In short, that is does not have values which we respect and admire and want to possess in our own minds and lives.

C. Description of Educational value

Consciously or not, every human's behavior are always based and colored by the values that stem from his life philosophy, and always tried to instill those value systems on others. That is why every educating activity are viewed as normative activities, namely an activity or process of instilling norms of life in accordance with and based on basic philosophy of life that he had.

As said by Havighurst and Neugartenbellow(Syam, et al, 1988: 157):

People who think about education in broad terms, as a process of teaching children the concepts and attitudes of their society and teaching them how to behave in their social, civic, economic relations tend to think of the whole community as an educative agent.

The society must transmit what they got to the next generation so that the educational value will not be vanished. The way to implement this effort is through the process of education itself, in the families, schools and communities which teach the concepts and attitudes in social life and teach how to behave in public life.

We can get educational values everywhere, not only in a formal institution (Kaswardi, 1993: 147). We can find it from experiences, friends, environment and soon. One of the sources of educational values which we can get is by reading a literary works, for example: novel. Literature is a way of expressing ideas, the ideas and thoughts with the descriptions of experience. Psychological aspects of literature target are not only cognitive but also affective and co native. Cognitive aspects are also not confined to the mere thought, but the more sensory and power fantasies of a literary work trying to arouse awareness of vision, hearing, smelling, touching. In short literary works are to provide an imaginative experience for the readers. This is why theimagination of the experience presented a literary work is often "intoxicating" readers to spend reading it as soon as possible.

From the aspect of literary works above, it can be drawn the conclusion that literary works can be used as a mean to deliver the educational values,

because literature is written with the intention of showing the values of life or at least questioning the values that suitable or not suitable to the needs of the times or the needs of human in general, so the reader not only get a pleasure but also they can catch the message inside the novel.

The privacy and the worthy (Deighton, 1971: 9) leisure time pursuits that literature offers are equally important. In a world where life is becoming less personal, there seems to be need for the individual to find a privacy in which he can, in a satisfying way, come to grips with the distilled truth of life. Literature provide such opportunity in a way in which no other medium of communication can, for reading is an entirely private act..

D. Cultural and Background of the Novel

In this subchapter the writer would like to discuss about cultural background of the novel of Three Cups of Tea.

Literature and culture (Ratna, 2005: 6) have the same area, namely human activity, but in a different way. Literature is through the ability of imagination and creativity, as the ability of emotionality. Culture is through the mind ability as intellectual ability.

Literature and culture is always associated with positive values, literature and culture means that it produces through human activity itself serves to enhance life. Literature and culture, including all aspects of life that contain elements of beauty get the attention when humans dominated by technology, the secular world, the economic crisis, political and law. The indicators are:

1. Literature is the communication system (open), so it has the possibilities associated with the discipline area to another.

2. Literature is the open structure, so that every moment can be changed according to the subordinate structure.
3. Genetically derived from the public literature, written for the public interest.
4. Literary elements identical with elements of the society.
5. Society and literature are equally at forms on the basis of a symbol system. The community through expressive symbol system, while the literature through its first model system that is language as a system of arbitrary symbols. (Ratna, 2005: 294)

While Brameld mentions cultural elements into seven principal, as follows:

1. A product of the physical, biological, psychological and social levels of the environment.
2. A distinctive level of nature, man-made and not reducible to any of other levels.
3. A complex unity of all animate and inanimate physical and non physical things or events that have been created or affected by man as a member of society.
4. A pattern of configuration of these things and events that possesses regularity in both time and space and is made possibly by habit, custom, law and other man-made processes or structure.
5. A continuity of human experience transmitted through learning and communicating that experience, rather than through biological heredity.
6. A way of life that profoundly conditions that attitudes and conduct of each individual member, and
7. A symbol encompassing all humanly object, all institution, economic, religious, practice, all beliefs, attitude, faiths. (Syam, 1986: 64-65)

Usually the works of literature such as poetry, novel and soon is describe about the current situation that occur in a society or in the environment around the author's life. In accordance with the essence, each work of art represents a certain cultural dimensions. Literary works through the medium of metaphor language has a function to redisplay events of human life. Literary works build the world through words because the words have the energy; the goal is people can identify themselves in order to create a more meaningful life.

The purpose of writing the literary work as viewed from the essence, are as follows:

1. To reinforce the common values that embraced by the society on the same era.

Such works are usually didactic and rarely born as a great literary works. The types of popular novel and novels for children usually love the affirmation of values. For example: a child should study hard, respect to the parents, helping each other, etc.

2. Capitalize the value

Everyone knows that killy was not good, every parents love their children, etc. Such knowledge does not have a powerful affective power if only a mere spoken but through the literary technique, it will be different. For example: the story of bawang merah bawang putih. When parents delivered this story to the children, they will more understand about what is good or not good to do in their life.

3. Questioned or sued the prevailing values.

(Kaswardi, 1993: 148-149) Most of the important literature contain a break-eyen value or an alternative choice that the value given to the students who are capable of critical thinking, which is ready as a learned man.

In accordance with the medium that is available, among the types of literature, the novel is the most adequate means for redisplay the problems of life

CHAPTER III

DATA PRESENTATION

A. Biography of the Authors

In *Three Cups of Tea* One Man's Mission to Promote Peace . One School at a Time , Greg Mortenson, and journalist David Oliver Relin, recount the journey that led Mortenson from a failed 1993 attempt to climb Pakistan's Karakoram, the world's second highest mountain, to successfully establish schools in some of the most remote regions of Afghanistan and Pakistan. By replacing guns with pencils, rhetoric with reading, Mortenson combines his unique background with his intimate knowledge of the third-world to promote peace with books, not bombs, and successfully bring education and hope to remote communities in central Asia. *Three Cups of Tea* is at once an unforgettable adventure and the inspiring true story of how one man really is changing the world one school at a time.

1. David Oliver Relin

David Oliver Relin is lucky enough to live in Portland, Oregon. He is the author of the New York Times bestseller *Three Cups of Tea: One Man's Mission to Promote Peace*. *One School at a Time*, which was named nonfiction winner of the 2007 Kiriyama Prize, 2007 Pacific Northwest Booksellers' Book of the Year, Time Magazine Asia Book of the Year, People Magazine Critic's Choice, and a Book Sense Notable Title.

Relin is a graduate of Vassar and was awarded the prestigious Teaching Writing Fellowship at the Iowa Writer's Workshop. After Iowa, he received a Michener Fellowship to support his groundbreaking 1992 bicycle trip the length of Vietnam. He spent two additional years reporting about Vietnam opening to the world, while he was based in Hue, Vietnam's former imperial capital. In addition to Vietnam and Pakistan, he has traveled to, and reported from, much of East Asia.

For two decades, Relin has focused on reporting about social issues and their effect on children, both in the U.S., and around the world. He is currently a Contributing Editor for Parade. For his work as both an editor and investigative reporter, he has won dozens of national awards. His interviews with child soldiers (including a profile of teenager Ishmael Beah, who would later write the bestseller *A Long Way Gone*) have been included in Amnesty International reports. And his investigation into the way the INS abused children in its custody contributed to the reorganization of that agency.

Relin is currently at work on a secret book about food, a children's book with the artist Amy Ruppel, and a novel about Vietnam.

2. Greg Mortenson

Greg Mortenson is an American humanitarian, writer, and former mountaineer. Mortenson is the founder with Dr. Jean Hoerni and director of the non-profit Central Asia Institute, and founder of the educational charity Pennies For Peace. He is the protagonist and co-author of the *New*

York Times bestseller *Three Cups of Tea: One Man's Mission To Promote Peace. One School at a Time* 2007. He published a sequel, *Stones Into Schools: Promoting Peace with Books, Not Bombs, in Afghanistan and Pakistan in 2009*.

From 1958-1973, Mortenson grew up in Africa near Mount Kilimanjaro in northern Tanzania. His father, Irvin "Dempsey" Mortenson, was the founder/development director of the Kilimanjaro Christian Medical Center, Tanzania's first teaching hospital. His mother, Dr. Jerene Mortenson, founded the International School Moshi.

Mortenson served in the U.S. Army in Germany from 1975 to 1977 as a medic, and received the Commendation Medal. He attended Concordia College, Moorhead, from 1977 to 1979, and later graduated from the University of South Dakota in Vermillion, South Dakota, in 1983 with an Associate Degree in Nursing and a Bachelor's Degree in Chemistry.

In July 1992, Mortenson's young sister, Christa Mortenson, died from a life-long struggle with severe epilepsy on the morning she had planned to visit the cornfield in Dyersville, Iowa, where the iconic baseball movie *Field of Dreams* was filmed.

In 1993, to honor his deceased sister's memory, Mortenson went to climb Karakoram, the world's second highest mountain, in the Karakoram range of northern Pakistan. After more than 70 days on the mountain, Mortenson and three other climbers completed a life-saving rescue of a

fifth climber that took more than 75 hours. The time and energy devoted to this rescue prevented him from attempting to reach the summit. After the rescue, he began his descent of the mountain and became weak and exhausted. Mortenson set out with one local Balti porter by the name of Mouzafer Ali to the nearest city, but he took a wrong turn along the way and ended up in Korphe, a small village, where Mortenson was cared for by the villagers while he recovered.

To pay the remote community back for their compassion, Mortenson said he would build a school for the village. After a frustrating time trying to raise money, Mortenson convinced Jean Hoerni, a Silicon Valley pioneer, to fund the Central Asia Institute. The mission of CAI non-profit organization is to promote education and literacy, especially for girls, in remote mountain regions of Pakistan and Afghanistan. Hoerni named Mortenson as CAI's first Executive Director.

In the process of building schools, Mortenson has survived an eight-day armed 1996 kidnapping in the tribal areas of Waziristan, in Pakistan's North-West Frontier Province escaped 2003 firefight between Afghan opium warlords endured two fatwās by angry Islamic clerics for educating girls; and received hate mail and threats from fellow Americans for helping educate Muslim children.

Mortenson believes that education and literacy for girls globally is the most important investment all countries can make to create stability, bring socio-economic reform, decrease infant mortality, decrease the

population explosion, and improve health, hygiene, and sanitation standards globally. Mortenson believes that fighting terrorism only perpetuates a cycle of violence and that there should be a global priority to "promote peace" through education and literacy, with an emphasis on girls' education. "You can drop bombs, hand out condoms, build roads or put in electricity, but unless the girls are educated, a society won't change, is an often-quoted statement made by Mortenson. Because of community buy-in, which involves getting villages to donate land, subsidized or free labor sweat equity, wood and resources, the schools have local support and have been able to avoid retribution by the Taliban or other groups opposed to girls education.

Awards of Mortenson and Relin:			
NO	AWARDS	YEARS	FROM
1.	AlNeuharth Free Spirit of the Year Award for building schools	2004	Pakistan girls
2.	Citizen Center	2008	Citizen Diplomacy
3.	Courage of Conscience Award	2008	Diplomacy National Award
4.	National Award for Citizen Diplomacy Citizen Center	2008	Diplomacy
5.	Mary Lockwood Founders Medal	2008	Education - Daughters of

			The American Revolution
6.	Sword of Loyola, , MO	2008	St.LouisUniversity
7.	Charles Eliot Educator Award	2008	New England Association of Schools & Colleges
8.	Academy of Achievement Award	2009	A
9.	Sitara-e-Pakistan	2009	The Star of Pakistan medal
10.	Archon Award Sigma Theta Tau International	2009	Nursing Award
11.	Sherman TX life work to take courageous stand on education issues for peace	2009	Austin College Leadership Award
12.	Human & Civil Rights Award	2009	National Education Association (NEA)
13.	Promoting peace through education	2009	City College San Francisco Amicus Colleege
14.	Jefferson Award	2009	For Community Service: Carnegie Endowment & Harvard Kennedy School of

			Government
15.	U.S. News & World Report: America's Top 20 Best Leaders 2009	2009	Best Leaders 2009
16.	Italy: Premio Gambrinus "Giuseppe Mazzotti"	2009	Italy Gambrinus
17.	Doshi Bridgebuilder Of Peace Award	2010	Loyola Marymount University (CA)
18.	The Common Wealth Award	2010	Public Service
19.	The Salem Award for	2010	Human Rights
20.	"To affirm the highest values of the human spirit"	2010	The Christopher Award
21.	"Excellence in Education Innovation" (MOSTE LA, CA)	2010	The 10th annual Lantern Award
22.	National Elementary School Principals Association	2010	Distinguished Service To Education Award
23.	Benjamin Franklin Laureate Award For Public Service	2010	Creativity Foundation & Smithsonian Institution
24.	Literature To Life Award American Theater Place	2010	American Theater Place
25.	Viking Award	2010	Norway House for pursuit of hard, bold, dangerous and important undertakings Norway House for pursuit of hard,

			bold, dangerous and important undertakings
26.	Freedom Award Freedom Festival for extraordinary devotion to the cause of liberty at home and abroad	2010	California univ
27.	American Peace Award	2010	representing the spirit of world peace through thoughts and actions
28.	The Mason Award Extraordinary contribution in literature	2010	(George Mason University DC)
29.	Presidential Award	2011	for Leadership in Social Change Walden University
30.	Raoul Wallenberg Award	2011	for humanitarian endeavors Old Dominion Univ. VA

B. The Synopsis of the Novel

“(In Pakistan and Afghanistan) we drink three cups of tea while talking business; the first cup you are a stranger; the second cup you friends, and the third cup, you join our family. A family that is ready to do anything - even to death. ”

In 1993 Greg Mortenson, a mountaineer from the United States desire to conquer the world's second highest mountain peak in the Himalayas. His

departure to the top of the mountain in the mission as the highest honor for her sister Christa who had recently died, he wanted to put her sister's amber necklace highest top, the mission is not only failing but instead pass on a reconnaissance mission to establish peace. : Set up one after the other schools. Turned out to climb the peak as a humanitarian worker is much more difficult than the climb to the top of any mountain in the world.

Karakoram mountains of Pakistan spread over an area of less than one hundred square miles, more than six peaks in the world tertinggi exhibited at the uninhabited plateau, that's where the world's second highest peak of the towering granite covered with ice, the mapping of England, known as K2 and among the climbers in the world regarded as a deadly killer. Mortenson not only failed to climb the peak but also lost to chronic fatigue and experience less body weight of 15kg. In the state desperately tired and down the mountain he saved the village elder Haji Ali who live in Korphe, the village had never seen on the map.

Korphe is a beautiful village amid the ferocity of nature around him, people not only isolated but also very poor. Mortenson was treated very well, even the people sacrificed a goat to be slaughtered so he could eat his flesh and a quick recovery, but goats are a valuable treasure for the villagers who do not have a lot of treasure. When figuring out how to repay the villagers of Korphe that Mortenson witnessed how children learn Korphe in a place they call "school". The children sat in a circle on the ground that freezes in the air is very cold, very orderly task even when there is no teacher. Pakistan

government can not afford to pay teachers' salaries, because it Korphe villagers share the teacher with a neighboring village three times a week. Mortenson promised Haji Ali "I'm going to build a school for this village. I promise".

The next story tells of Mortenson's struggle to keep his promise, His job as a nurse is not fixed and do not have enough savings to buy school materials, because it Mortenson began sending 580 letters for funding to the rich people even to celebrities, and not none of those who replied to the letter!

Almost a year of struggle to raise funds, until finally a friend to write his struggle to build a school bulletin mountain climbers, and from there he knew Jean Hoerny which will fund all the schools that he founded.

But the obstacles encountered by Mortenson is not just a matter of money, build a school in Pakistan can not be solved by money alone. Customs of local tribes who have for centuries isolated from the outside, the threat of murder, suspicion of warring tribes, coupled with the country's political climate that continues to war with neighboring India make them receptive to strangers let alone accept the plan established school, it never turned Mortenson intention to establish a school for children of Pakistan.

From this came the philosophy of the three cups of tea, because all the talk of the country at the start by pouring a cup of tea, and if the other person can adjust to the local people then he will be accepted along with the increasing number of tea being poured. People there are very honor guests, they are willing to sacrifice all the best property to give to his guests, and if

the guest has finally managed to win their trust then he will be considered as part of a family who will defend to the death. Greg Mortenson is an honest and humble, and no surprise when he managed to convince the community not only in the village of Korphe to build a school in their village, even he was having tea with the Taliban army, feared it.

Now that Greg Mortenson is the director of CAI (Central Asia Institute, the Institute of Central Asia). He spends several months a year to build schools in Pakistan and Afghanistan. He lives in Montana with his wife and children. (<http://tct.gregauthor.com>)

C. Literary Elements of The Novel Three Cups of Tea

In this sub chapter the writer would like to discuss the literary elements of the novel Three Cups of Tea. The literary elements of a novel are character, characterization, plot, setting, point of view, style and theme.

To understand the meaning of a literary work as a whole it is important to analyze the structure of the work. The literary element of the novel Three Cups of Tea is as the following:

1. Character and characterization

Character is any person who figures in a literary work not particularly a peculiar or eccentric one; sometimes a given character does not actually appear but is merely talked about. Character is divided into two: the main/major character and the minor character. Major character is the most important ones in terms of the plot. It becomes central action. While, minor character is proponent of major character, sometimes not

really involved in with the action at all, are nevertheless very important to the characterization of a major character, to the development of the plot or even to the tone and the implied significance of the whole work. (Potter, 1967: 21)

a. Major Characters

1) Greg Mortenson

He is mountaineer, unassuming builder of schools for children; especially for girls in remote villages in Pakistan and Afghanistan. Co-founder of the Central Asia Institute and founder of Pennies for Peace. Compassion, empathy, and impulsiveness define the character of Greg Mortenson, the book's protagonist. When the reader initially meets Mortenson, for instance, he works as a nurse and cares lovingly for his sister. At the same time, he has few commitments and spends much of his time and money pursuing adventure. Mortenson's compassion and easy-going, unstructured lifestyle actually work together in pushing him into humanitarian work. Notably, Mortenson never sets out to become a humanitarian. He begins his humanitarian career almost accidentally, when a climbing trip goes wrong and he ends up in the care of the village of Korphe. Seeing children trying to learn by writing in the dirt, Mortenson promises the villagers that he will return and build them a school. From there, his compassion leads him to expand his school-building project to nearby areas that also

need better education. Mortenson's empathy then helps him to learn the cultures and behaviors of rural Pakistan, allowing him to work easily with the local residents and village leaders in constructing and staffing his schools. His way of living lets him adapt comfortably to the harsh conditions of the Pakistani mountains and lets him commit to projects in distant Pakistan when his family resides in the U.S., and when he does not always know where his next paycheck will come from.

Mortenson's preference for acting before considering all the consequences is, alternately, a great benefit and a hindrance for him and those he works with. He doesn't stop to wonder how difficult it will be to construct a school in the mountains of Pakistan, for example, and if he had he might have realized the considerable difficulties of the project and decided it was impossible. In this instance, his impulsiveness may have been necessary for him to take on the project at all. On the other hand, the construction of the school might have gone much more smoothly had he actually stopped and considered the difficulties involved. Mortenson's impulsiveness nearly has lethal consequences when he takes off for Waziristan without first making contact with anyone in the region. The Taliban kidnap him and holds him for just over a week. In fact, the greatest lesson Mortenson learns over the course of the book is to spend time

building relationships with others rather than rushing ahead on his own.

2) Haji Ali

He is chief of Korphe village in Baltistan, hospitable, caring, practical, visionary, responsible for the first school built by efforts of Mortenson and Korphe village, approving of girls' education. As the leader of Korphe, Haji serves as one of Mortenson's most important guides in the region. He teaches Mortenson both through his advice and by explaining to Mortenson the Balti culture. For instance, Haji teaches Mortenson about the customs of Northeastern Afghanistan, helping Mortenson to understand how he should communicate with people in the area to earn their support. Perhaps more importantly, Haji teaches Mortenson to build relationships in the Balti fashion, rather than barging ahead as Westerners tend to do. Haji repeatedly emphasizes sacrifice and patience, as when he tells Mortenson that they can wait to build the Korphe school until after the bridge is built. These teachings become crucial to Mortenson as the book progresses. They make him more effective at dealing with locals in the region, making Mortenson a more effective director of the CAI and resulting in more schools being built. Haji's legacy continues even after he dies, in the enlightened attitudes of his son, Twaha, who vows to honor his father's teachings, and in his grand-daughter, Jahan, who

becomes a prime example of the CAI's success in providing education for girls.

3) Jean Hoerni

He is Scientist, businessman, wealthy, mountain climber, philanthropist, founder and first donor of Central Asia Institute, practical, dreamer. Appears very little in the book, but his support of Mortenson's project provides the initial boost that allows Mortenson to succeed. In addition, his cantankerous attitude provides an important contrast to Mortenson's affability. Hoerni's warning to Mortenson not to "screw up" the Korphe school begins a process in which Mortenson learns to take himself and his mission more seriously. The project, Mortenson realizes, should not be treated as just another adventure. As their relationship develops, Hoerni's faith in Mortenson becomes both a support and a motivation. Like Mortenson, Hoerni is an eccentric who lives on his own terms, but he is also a humanitarian who takes pride in the accomplishments made possible by his money. One of the most touching parts of the book takes place when Mortenson nurses the dying Hoerni, and Hoerni expresses his feelings of fatherly love for the younger man. Even after his death, Hoerni has a great influence on Mortenson and his work, not only through his endowment to the CAI, but also through the work done by his wife, Jennifer Wilson, and her sister, Julie Bergman.

4) Tara Bishop

Although Tara Bishop does not appear extensively in the book, she acts as a crucial helpmate and anchor for Mortenson. In fact, Tara, who was brought up among explorers, seems almost uniquely suited to be Mortenson's wife. Most importantly, she accepts Mortenson's impetuous personality and erratic work schedule and maintains a home life that enables Mortenson to have some balance between work and family. Although she worries about Mortenson's safety and lives in what she calls "functional denial" while he is away, she nonetheless never wavers in her support for his work. She even takes their two children on trips to Pakistan when she can. Tara does also recognize Mortenson's flaws, and she encourages and helps him to make necessary personal changes, such as paying better attention to schedules.

5) Twaha

He is son of Haji Ali the chief of Korphe

6) Mouzafer Ali

The Balti porter who helped Mortenson when he was lost, carrying some of his supplies. He is also a Shiite Muslim. A Balti man who helps Mortenson survive after his failed climb and later becomes a part of his mission. Mouzafer is a highly skilled guide who is modest about his accomplishments. He assists Mortenson on his descent, carrying his pack and watching him carefully. Mouzafer is

later employed by the CAI, and when Mortenson learns that Mouzafer's health is failing, he rushes to build a school for Mouzafer's village.

b. Minor Characters

1) George McCown

He is husband of Karen McCown and a member of the American Himalayan Foundation. An American mountain climber who first meets Mortenson in Korphe by accident and later becomes a crucial supporter. McCown joins Jean Hoerni in offering Mortenson a salary for his work in Pakistan. Later, his wife, Karen, who is the founder of a charter school in the Bay Area, becomes a member of the CAI's board of directors. McCown is on a visit to Kuardu with Mortenson when the 9/11 terrorist attacks occur.

2) Faisal Baig

He is self appointed protector of Mortenson in Pakistan. Wakhi tribesman who becomes Mortenson's bodyguard. Baig guides George McCown on a climbing trip, during which he meets Mortenson. Over time Baig takes on personal responsibility for Mortenson's safety in Pakistan. The CAI carries out several projects in Baig's home village, and Mortenson and McCown are visiting there when Baig brings them news of the 9/11 terrorist attack.

3) Ali Changazi

He is businessman in Skardu who stole half of supplies for the first school built by Mortenson for Korphe village, shrewd, cheating, domineering, visionary demanding a school for poor and girls for his own village Kuardu. A Pakistani broker who both helps and hinders Mortenson's mission. Changazi is a local "operator" who takes advantage of Mortenson's naiveté on several occasions. Mortenson initially believes Changazi is trustworthy because he has organized K2 expeditions. However, Changazi tries to pressure Mortenson into building a school in his own village instead of Korphe. Mortenson obtains help from the well-connected Changazi to secure the bridge materials, but later learns that Changazi has stolen some of the building supplies stored for the Korphe school.

4) Christa

Greg Mortenson's handicapped sister who died before he set out to climb K2 in the Himaalayas. Reason he did climb it

5) Ghulam Parvi

He is chief arbitrator for Mortenson and problem solver in the region, diplomat, regional chief of CAI, helper in solving fatwa problems and others. A Pakistani accountant who becomes one of Mortenson's most able representatives. In addition to his business skills, Parvi is a respected Shiite scholar who aids Mortenson in navigating religious matters and conflicts.

6) Sakina

She is Wife of Haji Ali

7) Sardhar Khan

He is a friend Twaha and He is Chief

8) Jahan

Twaha's daughter and Haji Ali's granddaughter. She becomes one of the Korphe school's best students and is among the first to receive a CAI scholarship for further study. She inspires Kevin Fedarko to write about Mortenson's work in *Parade Magazine* when she speaks out during one of Mortenson's speeches, showing a boldness not typical of women in the region. Jahan explains to Mortenson that education has given her confidence, and she expands her goals from becoming a health care worker to becoming a medical administrator. She wants to become a "superlady" who can inspire other women.

9) Syad Abbas

A conservative Shiite cleric who is instrumental in lifting the fatwa against Mortenson. Syed Abbas comes to respect Mortenson's work, and the two collaborate on a project to provide water for a large refugee encampment. Syed offers condolences and apologies from the Muslim people in a speech after 9/11. Mortenson describes Syed Abbas as an example of the moderate center of Islam.

10) Hussein

Hussein is a common name amongst Muslims, one presumes this shelfari added name refers to the first school teacher appointed by Mortenson in the first school he built, that in Korphe. Hussein had been to school in a larger town and hence was the perfect bridge between the two worlds, and hence the perfect teacher for his school, Mortenson reasoned.

11) Dempsey Mortenson

He is father of Greg Mortenson, builder of hospital in Tanganyika (now Tanzania), teacher in Tanganyika, brought up his children in Tanganyika in close contact with local and other cosmopolitan social circle, lived there with his wife and children for nearly fourteen years

12) Scott Darsney

He is mountaineer who went to climb K2 along with Mortenson and others and was taken ill in effort to bring back another mountaineer back alive from K2

13) Haji Mehdi

He is a Chief in Villlage and He is a Bisnisman

14) Aslam

He is leader of the Hushe Valley who persuades Mortenson to build a school in his villlage. As a boy, Aslam was sent by his father downriver on a raft to attend the nearest school, and after

graduation, he was offered a government post. Instead, he returned to his village to improve the quality of life there. Aslam recognizes that his daughter Shakeela is very gifted and he is eager for her to be educated. He is also interested in art and designs the Hushe school, which is adorned with colorful decorations.

15) Fatima

A girl from the village of Gultori Alley which was bombed during the war between Pakistan and India

16) Mother Teresa

The nun born in Albania who taught school for two decades in Calcutta and went on to found her own mission to care for the poor dying alone

17) Suleman

Once of Friends in the Truck

18) Abdul Shah

A hotel watchman who aids Mortenson in bargaining for supplies to build the Korphe school. Abdul meets Mortenson during his first stay in Rawalpindi and becomes the first of many Pakistanis to spontaneously offer him assistance. Abdul teaches Mortenson how to negotiate in Pakistan and also helps him to get new clothes made.

19) Sir Edmond Hillary

The first man to reach the top of Mt. Everest, and an inspiration to Mortenson. Hillary made the ascent of Everest in 1953 with his Nepalese guide Tenzin Norgay. He later honored the people he met in Nepal during the historic climb by funding schools and medical clinics in the remote region. Hillary speaks at an American Himalayan Foundation dinner attended by Mortenson, and Mortenson has an opportunity to meet the man he has admired since childhood.

20) Marina

Mortenson's previous girlfriend, a doctor in San Francisco area.

21) Yakub

Once in the on the way Afganistan

22) Shakeela

Mohammed Aslam Khan's daughter, who attends the CAI school in Hushe and goes on to further study. Her father supports her education, even though most people in the area do not approve of schooling for girls. Shakeela's success brings pride to her village and changes its attitude toward educating women.

23) Bashir Baz

An advisor of President Mousharaff

24) Bozeman

Bozeman is the town where Mortensons settled after their first child was born near the mother, Mrs Bishop, of Tara Bishop.

25) Julia Bergman

A first cousin of wife of Jean Hoerni, part of Central Asia Institute, unafraid, traveled in Pakistan and Afghanistan in difficult situations in war times. Jennifer Wilson's sister and a librarian who selects the books for the CAI curriculum. Bergman visits the school in Korphe by chance and sees the name of her brother-in-law, Jean Hoerni, on a sign there, then later meets Mortenson and joins the board of directors at the CAI. She selects culturally appropriate books for the Institute's schools. After 9/11, she goes to Afghanistan with Mortenson to bring supplies for schools.

26) Masoud

Lion of Panjshir who fought off various intruders in Afghanistan from his little corner in Panjshir valley until he was murdered by Taliban using a camera to explode bombs and suicide bombers posing as journalists from Belgium arrived to interview Massoud.

27) Ibrahim

A construction crew member for the Korphe school and husband of the wife Mortenson saved from septic shock

Characterization is the process of conveying information about characters in fiction. There are two method of characterization: the dramatic and analytic method. In the dramatic, we form our opinions of the characters from what they do and say, from the environment, from what other character think of them. In the analytic method, the author comments

upon the characters, explaining their motives, their appearance and their thought. (Jones, 1968: 84)

2. Plot

Plot is a sequence of events that constitutes a whole unit separate from the happenings that precede or follow it. A plot is based on a series of events that are partly the result of some continuing cause, formed by a casual sequence of events and begins when the continuing cause begins and that cause carries the sequence forward. (Potter: 1967, 24)

This is a story about the adventures, experiences, and efforts of Greg Mortenson to promote education and peace in Pakistan and Afghanistan through the construction of schools and funding of special regional projects such as water supply systems and basic medical care. Through his work he established the Central Asia Institute(CAI).

The beginning of the book is about Greg Mortenson's failed attempt at climbing K2. The aftermath of this ordeal is him meeting and falling in love with the people of Pakistan especially the children. In his sister's memory, he starts to build schools for the children of Pakistan. Along the way, he comes upon many obstacles to building the schools, but through his interactions and friendships with many people of the U.S., Pakistan, and other countries, he is able to overcome those obstacles.

"Three Cups of Tea" is especially interesting because it gives a detailed account of the land, customs and cultures of the peoples of Pakistan and Afghanistan from a first person perspective. Since Greg

Mortenson was living, eating and sleeping with Pakistani people, usually the very poorest, it was easy to visualize oneself right over there in the midst of their poverty. At the same time, feeling the beauty of the mountainous terrain. The story was both encouraging and uplifting.

a. Exposition

Greg Mortenson's efforts to help the people of Northern Pakistan are complicated both by personal challenges and by practical obstacles that include political tensions, cultural differences, and lack of money.

b. Conflict

Mortenson discovers his mission and makes his best effort to fulfill his promise to the people of Korphe. But he does not have the experience, resources, or temperament to accomplish this goal.

Although he believes his goal of building the Korphe school is about to be fulfilled, Mortenson discovers that a bridge must be built first. He falls into doubt about his mission, and his depression is worsened when his girlfriend rejects him. At this point he considers giving up, but he cannot let go of his promise and resolves to build the bridge and the school.

c. Resolution

Once Mortenson overcomes his self-doubt and contacts Jean Hoerni for more assistance, his mission truly begins and he continues to work and grow throughout the rest of the book.

3. Setting

Setting is the actions of the characters take a place at sometime in some place, amid something, temporal and spatial surroundings. Setting is divided into two parts, setting of place and setting of time. (Potter, 1967: 27)

a. Setting of place

- 1) Pakistan
- 2) Afghanistan
- 3) Skardu
- 4) Kabul
- 5) Baltistan:

Baltistan is a region of Kashmir (under Pakistan administration) among many other such regions, while Balti could either mean a person from or of Baltistan or it could mean a bucket as understood throughout India, Pakistan and other nations of the region.

- 6) Waziristan:

Waziristan is the name by which Mortenson refers to the regions in north west frontier of Pakistan including provinces of Baluchistan and what is officially known as North West Frontier Province in India until 1947 and Pakistan thereafter, while Wazir might either be a tribe of those regions or a minister or prime minister of a country.

- 7) Montana

- 8) Peshawar
- 9) Hushe Valley
- 10) Braldu Valley
- 11) Washington
- 12) Islamabad

After the kidnapping of Mortensen, who happened to pick up Mortenson's son in Islamabad, the port of Sulaiman in Islamabad.

- 13) Baltoro
- 14) Karakoram
- 15) Berkeley
- 16) Rawalpindi:

Rawalpindi or as it is lovingly named by locals Pindi is the town where Pakistan constructed its new capital city Islamabad across the river post 1965; until then the historical city of Lahore, the cultural and educational capital of the country served as the capital.

Lahore still is the first and Karachi the second city of the country.

- 17) San Francisco
- 18) Seattle
- 19) Nepal
- 20) Kashmir
- 21) Korphe village:

Small village on hill above river in mountain region of Baltistan in Kashmir

22) Khyber Pass:

Khyber pass is the one pass in the difficult mountain ranges surrounding ancient India that was used by trade routes to enter India for trade to source the Indian manufacture, and later used by various marauders and their armies to enter India for plunder and pillage and generally attack the country. Khyber pass now is a chief route connecting what is known as North West Frontier Province (included by British in Pakistan against the wishes of the people of NWFP) and Afghanistan

b. Setting of time

Setting of time of this novel is around 1993's-2003's.

4. Point of view

According to James L. Potter, point of view of a story is to identify the narrator. The point of view show the position from which the story is told. (Potter, 1967: 28). In the first point of view, the narrator is a participant in the story. In the third person point of view, a story told by a narrator who is not one of the story's participants.

The point of view is always in the third person, but it shifts among three different types of narration. The basic viewpoint is provided by Relin, who acts as an objective voice describing events. The narrative also includes descriptions of Mortenson's thoughts, as described to Relin by Mortenson. A third type of viewpoint is introduced by including

quotations from other observers who talk about their memories of events and their opinions of Mortenson.

5. Style

Style in literature is the author's manner of using language. Even if two authors were to use the same plot, characters and setting, the result would be two different stories, because their language would differ in complexity, rhythm, sentence length, subtlety, humor, concreteness and the number and kinds of images and metaphors. The particular mixture of such qualities in each story would constitute its style. (Stanton, 1965: 30)

This novel is written with metaphors, personification and realist style, delivering a smart story and touching, full of inspiration and imagination. Comical and contain a strong intelligence so the reader unconsciously is involved into the story and characters in the novel.

The following example will show the author in using the language in describing the condition that happened in the story:

(The air is clear, clarity can only happen because of the height. Behind k2 Korphe ice mountain peaks of the Karakoram part in greening the endless blue sky cleaner. thousands of feet below, Korphe by verdant fields bearley began pithy, looks tiny and so precious, an island in the middle of an ocean reef life). (Mortenson: p. 278)

6. Theme

Theme is the point of story. Subject to talk, discussion and topic of the entire story that reveals. (Potter, 1967:90). Robert Stanton said a theme illuminates or comments upon some aspect of life and thus has value

outside the story. The theme of a good story is somewhat like the man philosophy, and its factual structure is like his sense of reality: the theme gives coherence and meaning to the facts. (Stanton, 1965:20)

This novel has a theme of friendship and struggle through life, the belief in the power of a dream or hope and the sacrifice in life.

Mortenson discovers his life purpose as a result of getting lost, and throughout the story there are many points where Mortenson, despite having taken a wrong turn, ends up in the right place after all. He is disappointed, for example, that he will not reach the summit of K2, but that failure leads him to the village of Korphe, where he realizes that building a school would be a better monument to his sister than placing her necklace at the top of the mountain and where his mission as a humanitarian begins. In another fortunate coincidence, when Changazi hides the stored building materials, Mortenson happens to meet Ghulam Parvi, who becomes one of the CAI's most important workers. Later, as a result of the religious proclamation against him that might have ended his efforts in Baltistan, Mortenson gains the support of Syed Assam. Again and again, obstacles turn into opportunities, and Mortenson often succeeds not in spite of his mistakes, but often because of them.

From the beginning, Mortenson instinctively recognizes that education is the key to positive change. For instance, girls like Jahan, Tahira, and Shakeela who might have played limited roles in their communities without education ultimately become catalysts for change in

their villages after going to CAI schools. They improve medical care, teach other women, and change attitudes towards women as they gain respect. Educated girls, we learn, are more likely than the educated boys who tend to leave for the cities to find work to remain near their homes, thus they share the advantages of their education with those around them. Consequently, the reader comes to understand that education for girls is a powerful and cost-effective tool for improving the social and economic conditions for everyone in rural areas. Mortenson also recognizes that education may be the best way to counter the spread of terrorism and violent strains of Islam. When Mortenson sees that ultra-conservative Muslims are building more and more madrassas that offer a free education for boys but also direct them toward militancy, he realizes the best way to counter the trend is by providing a free, more liberal education as an alternative. By showing young boys that violence is not their only option for escaping poverty, Mortenson believes they will be less likely to turn toward terrorism.

CHAPTER IV

DATA ANALYSIS

A. Some Comments on Greg Mortenson's and David Oliver's novels.

In this sub chapter the writer would like to show some to the novels of Greg Mortenson as follows:

1. The Washington Post

"Misi Mortenson begitu menakjubkan, pendiriannya tak tergoyahkan, wilayah yang digarapnya begitu eksotis dan penentuan waktunya pun tepat."

(Mortenson's mission is so amazing, unwavering stance, working on such exitic areas and proper time determination).

2. Ahmed Roshid, Journalist in Pakistan and Writer Jihad Books, The Rise of Militant Islam in Central Java

"Three Cups of Tea ditulis dengan indah, juga merupakan buku yang sangat penting untuk era ini. Pemerintah pakistan dan Afganistan telah sangat mengabaikan para pelajar meraka. Apa yang dikerjakan Mortenson, yaitu menyediakan pendidikan yang berimbang bagi siswa-siswa termiskin, membuat para siswa itu makin sulit direkrut oleh madrassa-madrassa ekstremis."

(Three cups of tea written beautifully, it is also an important book for this era. Pakistan and Afganistan government has been is very ignored their student. What does by Mortenson, namely providing a balanced education for the poorest student, making it more difficult for the extreme madrassato recruit the student).

3. The Christian Science Monitor

"Dijalin dengan drama, romansa, bahaya dan kebajikan, kisah Mortenson menjadi pengingat tentang kekuatan sebuah gagasan yang baik, dan daya yang terletak pada kemauan tanpa henti seseorang untuk berteguh hati menghadapi tantangan-tantangan besar."

(Presented in drama, romance, danger, and virtue, Mortenson's story is as a reminder for brilliant ideas, and someone willing power which never stopping to be patient in facing great challenges).

4. Seattle Post - intelegencer.

"Begitu tersedia pensil, mari kita gunakan itu sebagai senjata penuh damai guna memerangi terorisme. Seruan menggugah yang ganjil itu sudah menjadi ciri khas kampanye kemanusiaan yang menakjubkan dari si pendaki gunung asal montana, Greg Mortenson, di Pakistan dan Afganistan."

(When there is a pencil, lets use it as a peaceful weapon to combat terrorism. The appeal was the add evocative charaterizes humanity a stunning campaign from the origin montana mountaineer Greg Mortenson in Pakistan and Afganistan).

5. The New York review of book

"Buku Mortenson mengingatkan banyak hal tentang kesalahan Amerika terhadap Afganistan"

(Mortenson's book reminds a lot about American mistakes on Afghanistan)

6. The Blomsbury Review

"Pada masa ketikapolitikus dan penyiar beira tak bisa memberikan banyak hal selain retorika dalam kusut masai peperangan serta konflik budaya yang tak berkesudahan di Timur Tengahserta wilayah Islah di Asia Tengah, buku Mortenson kisah yang secara mengesankanteramat sederhana tentenag bagaimana menciptakan perdamaian di salah satu tempat terindah diDunia: membangun sekolah putri... Misi Mortenson jelas amat positif, dan kemampuannya untuk mengungkapkan keindahan serta menolak menerima realitas brutal disekitarnya adalah upaya yang membangkitkan ilham, heroik sekaligus juga nyaris mustahil."

(At the time when politicians and news broad custers could not give many things beside the tanglad warfare rhetoric and endless cultural conlict in the middle East and islah Central Asia Region. Mortenson's book is very impresive simple story about how to create peace in one of beautifulplace in the world building a school for girl... Mortenson's mission is very positive crearly, and his ability to express the beauty and also refuse to

accept the brutal reality around him is inspirational, heroic as well as impossible).

7. Publisher Weekly

“Mencekam dan memesona, dengan penggambaran memikat baik tentang kekerasan maupun persahabatan yang nyaris mustahil, buku ini akan menawan hati bnyak pembaca.”

(Gripping and fascinattng, with bath enthralling depiction of violence and an almost impossible frienship, this book well attract readers).

8. Booklist

“Pembaca yang tertarik pada sudut pandang yang barutentang kebudayaan serta upaya pembangunan di Asia Tengah akan menyukai cerita luar biasa tentang ikhtiar kemanusiaan ini.”

(Readers who are interested in a new perspective on culture and development efforts in Central Asia will love the incredible story of this humanitarian effort).

9. The oregonian

“Tulisan yang sangat inspiratif, tentang betapa seseorang dapat membuat perubahan.”

(Very inspiring post, about how a person can make a difference).

10. Daily Camera(Boulder)

“Sebuah kisah memesona tantang bagaimanasuatu upaya pendakian K2 yang gagal secara tak terduga-duga memicu dimulainya sebuah progam pembangunan sekolah putri yang sukses didaerah terpencil Pakistan dan Afganistan.”

(A fascinating story of how an attempt failed ascent of K2, it unexpected triggers the start of development program for successful girls schools in remote areas in Pakistan and Afganistan).

11. Mary Bono, U. S Representative(California)

“Greg Mortenson mewakili segala yang terbaik dari Amerika. Dia pahlawanku. Dan setelah Anda membaca Three Cups of Tea, Dia akan menjadi pahlawan Anda juga.”

(Greg Mortenson represents all the best from America, he is my hero and after you read *Three Cups of Tea*, he will be your hero too).

12. Conrad Anker, Mountaineer and Writer *The Lost Explorer: Finding Mallory on Mt. Everest*

“Sebagai veteran pendaki gunung, Greg Mortenson jelas paham apa itu kesulitan. Tetapi sesudah membaca Three Cups of Tea, Anda akan disadarkan bahwa puncak yang didakinya sebagai seorang pekerja kemanusiaan sesungguhnya jauh lebih sulit dari pada gunung manapun juga.”

(As a veteran mountain climber, Greg Mortenson clearly understand what is the difficulties, but after reading three cups of tea you will be aware that the top as a humanitarian worker actually much more difficult than any mountain, too).

13. Diane Sawyer, Judicial procedure *Good Morning America*

“Kalau kita, orang Amerika, harus belajar dari kesalahan... kita harus mendengarkan apa kata Greg Mortenson.”

(If we, Americans, should learn from the mistakes ... we must listen to what Greg Mortenson says).

Greg Mortenson also gives a comment about the reason why he composes *Three Cups of Tea*. We can see from the statements of Greg Mortenson as follow:

Aku memimpikan kita mampu mendedikasikan dekade berikut kepada masyarakat dunia sebagai tahun-tahun melek huruf dan pendidikan bagi semua anak, terutama anak perempuan. Lebih dari 145 juta anak di dunia tidak memperoleh pendidikan yang layak karena kemiskinan, eksploitasi, perbudakan, diskriminasi gender, ekstremisme religious, dan pemerintah yang korup. Semoga Three Cups of Tea menjadi katalis pembawa berkah melek huruf bagi setiap anak yang berhak atas kesempatan untuk memperoleh pendidikan. (Mortenson, 2006)

(I dreamed we were able to dedicate the next decade to the world as the years of literacy and education for all children, particularly girls. More than 145 million children in the world are not getting a proper education because of poverty, exploitation, slavery, gender discrimination, religious extremism, and corrupt governments.

Hopefully *Three Cups of Tea* was the catalyst carrier on illiteracy for every children who has the right on education). (Mortenson, 2006)
 From the statements above, the writer can take some conclusions that

Greg mortenson's novels are very inspiratif and full of motivation. As we know that *Three Cups of Tea* is Mortenson's life. Mortenson wants to tell about the education condition in Pakistan and Afganistan at that time, the struggle of him and societies there to give the highest education even they come from the poor family as told in "*Three Cups of Tea*", how the societies efforts in doing anything to make their children clever with the limitation of facility as told in "*Three Cups of Tea*". In short, he wants to tell that everything is possible as long as we have dreams, spirit and efforts to get the best in the future.

B. Moral Value in The Novel "*Three Cups of Tea*"

In this subchapter the writer would like to present the analysis of the educational values of the novel "*Three Cups of Tea*". The educational values of the novel are as follows:

1. Life is a struggle.

Nobody lives without problem in this world. It depends on the personal; he will face his problem and find the solution or run away from his problem and make it like a burden in his life. Sometimes we are giving up with the problem that comes to our life but if we confront it wisely, the problem can train us to be a strong person in facing our life. We should try hard to find the solution. As said in Al-quran surah Al-Baqarah verse 286:

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not charge a soul with more than it can bear”

As told by the author in his novel about struggle of life:

Peshawar adalah ibu kota wilayah barat, wilayah liar dari Pakistan. Dan dengan selesainya sekolah Korphe, Mortenson datang ke kota ini perbatasan melalui jalan utama dalam peran barunya sebagai direktur utama Institute Asia Tengah, (Mortenson, 2006: 68)

(Peshawar is the capital of the western, wild areas of Pakistan. And with the completion of the school Korphe, Mortenson came to this border town through the main street in his new role as president of the Central Asia Institute). (Mortenson, 2006: 68)

In this novel Murtenson and residents worked hard to build the school. All the existing problems in talking about the event called Jirga. Struggle to build a school to be a very valuable and the value can eradicate terrorism.

2. Life is a sacrifice

Life will not be meaningful if we never give something valuable to our environment and the people around us. Sometimes what we want do not appropriate with the fact. In this case we should open our heart to accept what had happened. Just do the best in our life, even it is hard to do.

Haji Ali baru saja menyerahkan separuh kekayaan kampung pada si penjahat itu, namun dia tersenyum seakan-akan baru menang lotre (Mortenson, 2006: 248)

(Haji Ali has just handed over half the wealth of the village on the villain, but he was smiling as if he had won the lottery). (Mortenson, 2006:248)

Sher Takhi tak mau mundur, dia memimpin kelompok kami, semuanya terdiri dari tiga puluh lima lelaki mengangkut kasau atap, menempuh rute 29 kilometer sampai ke Korphe. (Relin, 2006: 281)

(Sher Takhi unyielding, he led a group of us, all consisting of thirty-five men carrying roof beams, route 29 kilometers up to Korphe). (Relin,2006:281)

Fine memang selamat tetapi dengan harga yang sangat mahal, peristiwa itu kelak yang akan menjadi penyebab Dia kehilangan jari kakinya(Mortenson,2006:28)

(Fine indeed survived but at a price that is unbelievably expensive, the events that would later cause him to lose his toes). (Mortenson, 2006:28)

The first in the village Kurphe for school construction. Some people, who sacrificed his time and energy to do that is the male - female. They took the Kasau roof rafters of the village before Kurphe within 29 miles. This novel gives a lesson in life of sacrifice. Fine we see an American who survived the tragedy of climbing the mountain Karakoram that causes him to lose his toe.

3. Life is to share

As a social creature, human cannot live without other help. They need to interact to make their life meaningful and respect by others. As Allah says in Al-quran Surah As Saba Verse 39:

قُلْ إِنَّ رَبِّي يَبْسُطُ الرِّزْقَ لِمَن يَشَاءُ مِنْ عِبَادِهِ وَيَقْدِرُ لَهُ ۖ وَمَا أَنْفَقْتُمْ مِّنْ شَيْءٍ فَهُوَ مُحْلِفُهُ ۗ وَهُوَ خَيْرُ الرَّازِقِينَ ﴿٣٩﴾

Say: "My Lord gives abundantly to whom he will and sparingly to whom he pleases. Whatever you give in alms he will pay you back for it. He is the most munificent giver".

It means that we have to help everyone who needs help without seeing who he is and where he is come from.

Ketika aku tengah berjuang membangun sekolahku yang pertama, aku benar-benar tak tahu apa yang harus aku lakukan, Parvilah

yang menunjukkan caranya tentang mengerjakan sesuatu. (Mortenson, 2006: 256)

(When I was struggling to build the first school, I really do not know what I should do, Parvi which shows how about doing something). (Mortenson, 2006: 256)

Dempsey membaktikan setiap molekul hidupnya dalam dirinya pada tujuan hidup terbesarnya yaitu mengumpulkan dana dan mendirikan rumah sakit pendidikan yang pertama di Tanzania, Kilimanjaro Christian Medica Center Kilimanjaro. Dengan kegigihan yang sama Jerene mendirikan sekolah Internasional Moshi yang berkembang menjadi sebuah politian untuk anak-anak para expatria). (Mortenson, 2006: 66)

(Dempsey devote every molecule in her life at the biggest life goal is to raise funds and founded the first teaching hospital in Tanzania, Kilimanjaro Christian Medical Center Kilimanjaro. With the same tenacity Jerene founded the International School Moshi which developed into a Politian for the children of expatriates). (Mortenson, 2006: 66)

Mortenshon building schools and fought fiercely in his life. He was assisted by Parvi who taught her how to establish a good school. So is Dempsey who played a role in the success of the school.

4. Be optimistic in facing our life.

Someone who does not have a dream in his life is as same as die. Do not have a spirit and desire to change his life. He won't get anything in his life because never try to realize his dream. As God says in Al Qur'an, Surah ar Ra'd Verse 11:

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ^٤

“Allah does not change a people's lot unless they change what is in their hearts”.

Haji Ali memanjat ke atap rumahnya dan memanggil seluruh kaum lelaki Kurphe untuk berkumpul di masjid. Murtenshon pernah memanggul lima batang skop yang berhasil ditemukannya di hotel Changazi yang terabaikan, mengekor haji Ali menyusuri gang - gang

berlumpur menuju masjid sementara para lelaki mulai bermunculan di balik pintu. (Mortenson, 2006: 262)

(Mortenson had been ever shouldering five bars of scope at the abandoned Changazi, Haji Ali trailing down the aisle-muddy alley toward the mosque while the men began springing up in the door). (Mortenson, 2006: 262)

Haji Ali invited the men to gather into a mosque. They then came to the mosque to fulfill the invitation Haj Ali. Haji Ali called them from the roof of his house. Mortenson also came and shared his experiences that he had shouldered the spade five bars of hotel Changazi.

5. Long life learning

The concept of long life education to formulate a principle that education is a continuous process from infancy until death. The concept is consistent with the Islamic concept as stated in the hadist of the Prophet Muhammad, who advocated:

أَطْلُبُ الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّهْدِي

“Learning starts from the cradle to the grave”.

Aku tak bisa membaca apapun, inilah kesedihan terbesar dalam hidupku. Aku akan melakukan apa saja agar anak-anak di Desaku tidak perlu merasakan apa yang aku rasakan, itu kesedihanku. Akan aku bayar berapapun agar supaya mereka bias mendapatkan pendidikan yang menjadi hak mereka. (Mortenson, 2006: 285)

(I can not read anything, this is the greatest sorrow of my life. I'll do anything to make the kids in My village does not have to feel what I feel, that my grief. I'll pay whatever so that they can get the education which their competence). (Mortenson, 2006: 285)

Aku kuliah dengan dana pinjaman dari ketentaraan Amerika Serikat itu yang dikatakan Demsey. Engkau bisa melakukan yang lebih buruk lagi dari itu. Pada bulan April di kelas tiga SMA Greg Mortenson menandatangani sebuah kontrak kerja selama dua tahun,

itu juga proyek pembangunan dan pembenahan yang ada di sekolah itu. (Mortenson, 2006: 74)

(I went with a loan from the U.S. Army that was said Demsey. You could do worse than that. In April of third grade high school Greg Mortenson signed a contract for two years, was also the construction and improvement projects that exist in the school). (Mortenson, 2006: 74)

Mortenson feels that he cannot read, he did not want residents and children in his village through the same thing with him. Mortenson's struggle to stay in college with loans from the U.S. Army. He had a high enthusiasm for learning. In fact, she worked for more than two years for development projects in his high school.

6. Live on dream

Islam always teaches to the people to endeavor in his life. We should do some efforts to make our life better, to make our dreams come true. Allah does not like to the people who always give up in his life. As said in hadist:

إِعْمَلْ لِدُنْيَاكَ كَأَنَّكَ تَعِيشُ أَبَدًا، وَاعْمَلْ لِآخِرَتِكَ كَأَنَّكَ تَمُوتُ عَدَا
(الحديث).

“Working for your world as if you'll live forever and charitable to the beyond as if you'll die tomorrow”.

As told by the author in the novel:

Musim dingin sebelumnya ketika akan meninggalkan Kurphe, Murtenson sudah menancapkan pasak tenda ke dalam tanah yang membeku dan mengikatkan tambang nilon merah biru disana, menandai rencana denah bangunan dengan lima ruangan yang dibayangkannya untuk sekolah itu. Dia juga meninggalkan cukup dana pada haji Ali untuk menyewa pekerja dari kampung – kampung di hilir sungai guna membantu menambang serta membawa batu – batu bahan bangunan. (Murtenson, 2006 : 257)

(Previous winter when it will leave Kurphe, Murtenson already plugged tent pegs into the frozen ground and tie red blue nylon mines there, marking the floor plan building with five rooms were envisioned for the school. He also left enough money on Haj Ali to hire workers from villages - villages downstream to help mine and carry stone - stone building materials). (Murtenson, 2006: 257)

Mortenson has a very high dream. He had a dream to build a school for children in the village. Mortenson also has set up a funds for school construction. The funds are given to Haji Ali to pay the workers. In order for school construction was quickly completed.

7. Respect to our parents

Parents are someone who care, protect, love and support us in anything we do. Parents also teach us everything, so that we know, understand and do what we have not known before. Islam also teaches us to respect to our parents, especially our mother because without them we will not come to the world. As said in Al-Qur'an Surah Lukman verse 14:

وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهَنَا عَلَى وَهْنٍ وَفَصَّلَهُ فِي عَامَيْنِ أَنْ
أَشْكُرَ لِي وَلِوَالِدَيْكَ إِلَى الْمَصِيرِ ﴿١٤﴾

“And we enjoined man (to show kindness) to his parents, for weakness after weakness his mother bears him and he is not weaned before he is two years of age. We said give thanks to Me and to your parents. To Me shall all things return”

Menyaksikan ayah Mortenson bicara di deoan panggung itu aku merasa bangga bahwa lelaki besar berdada bidang itu adalah ayahku. Dia mengajarku, mengajari kita semua bahwa kalau kita percaya pada kemampuan kita sendiri maka kita akan bias mengerjakan apa saja. (Mortenson, 2006: 71)

(Watching dad deoan Mortenson speak at that stage I feel great pride that the barrel-chested man is my father. He taught me, taught us all that if we believe in our own ability then we would be able to do anything). (Mortenson, 2006: 71)

In the novel, Mortenson's father said that if we have confidence in yourself then we certainly can do anything.

8. Believe in our ability

Allah has created everything that exists on this earth with the best of form with the ability as a provision of his life. Angels were created to be obedient to God and perform all His orders, all existing objects in the universe run according to their function, because obedience to God. Animals were given passion and instinct, whereas humans are the most perfect creature on earth because he is given the passion, intellect and mind, and all the advantages and disadvantages that are not owned by any other creation of God.

We must believe in the capabilities that we have. Exploiting all the capabilities and talents that exist in us positively, sometimes we do not believe in the abilities that we have. This may be a barrier because we will not be able to create and tend to be more resigned to the providence of God.

As said in Al-Qur'an in Surah At-tin verse 4:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ﴿٤﴾

"We have indeed created man in the best of molds"

*Jadi Dokter Greg kata ghulam parvi ujung polpennya mengetuk-ngetuk meja kecil tempat dia sedari tadi duduk membuat catatan, sekolah mana yang akan kita bangun tahun ini?
Semoga insyaallah sahut Mortenson. (Mortenson, 2006: 352)*

(So the doctor said Ghulam Parvi Greg pencil tapping on a small table where he'd been sitting taking notes, which school we are

building this year? Hopefully insyaalloh Mortenson said). (Mortenson, 2006: 352)

The author told that Mortenson is hoped that government will be built school this year. He had confidence in him to that.

9. Be A Nature Lover

Nature gives us the positive energy when we save them. We must believe that only us Caliphate.

Aku tercekik-cekik dan muntah-muntah disepanjang perjalanan mendaki Kilimanjaro. Aku benar-benar benci pendakian itu. Tetapi, berdiri dipuncak gunung itu pada saat merekah dan melihat dataran sabana Afrika terbentang megah dibawahku, itu salah satu yang membuat aku terpikat untuk terus mendaki gunung. (Mortenson, 2006: 68)

(I choke and vomit along the way climbing Kilimanjaro. I really hate climbing it . however, standing at the top of moutain is very amazing when the flower is blossoming and see underneath majestic African savanna. It is one that makes me attracted to continue up the moutain). (Mortenson, 2006: 68)

As said in the Alquran surah Fusshilat 11:

ثُمَّ أَسْتَوَىٰ إِلَى السَّمَاءِ وَهِيَ دُخَانٌ فَقَالَ لَهَا وَلِلْأَرْضِ ائْتِيَا طَوْعًا أَوْ كَرْهًا قَالَتَا أَتَيْنَا طَائِعِينَ ﴿١١﴾

Then He turned to the creation of the heavens and the heaven when it was smoke, and He said to him and to the earth: "Come ye together, according to my commandments willingly or unwillingly." they said: "We come willingly."

Mortenson actually hate hiking. But he was pleased when from mountain top to see the beautiful scenery and see the African savannah plains stretching beneath majestic. Mortenson was very satisfied.

10. Love

We cannot life in the world without love. Because love is peace, love is the gold way to reach everything. Love makes us respect to others. Loves give us spirit to do something and with love.

As said in the Alquran surah Ali Imron 14:

زَيْنَ لِلنَّاسِ حُبُّ الشَّهَوَاتِ مِنَ النِّسَاءِ وَالْبَنِينَ وَالْقَنَاطِيرِ الْمُقَنْطَرَةِ مِنَ الذَّهَبِ وَالْفِضَّةِ وَالْخَيْلِ الْمُسَوَّمَةِ وَالْأَنْعَامِ وَالْحَرْثِ * ذَلِكَ مَتَعُ الْحَيَاةِ الدُّنْيَا ۗ وَاللَّهُ عِنْدَهُ حُسْبُ الْمَقَابِلِ ﴿١٤﴾

“be beautiful (view) human love of what is desirable, it is: women, children, many of the kinds of treasures of gold, silver, horse selection, cattle [186] and rice fields. This is the pleasure of living in the world, and in nearness to Allah is the good place (heaven).

Semakin banyak Greg bercerita tentang pekerjaannya, semakin aku merasa beruntungnya aku. (Mortenson, 2006: 269)
(The more Greg told me about his work, the more I feel lucky I am).
(Mortenson,2006:269)

Dia sangat merindukan Tara, seperti kehilangan anggota badan rasanya... dia akan memberikan apa saja, pikirannya untuk bisa melihat foto yang diambilnya bersama Tara pada hari pernikahan mereka. Dalam foto itu dia memeluk istrinya dalam kedua lengan, didepan truk yang membawa mereka selama perjalanan keliling kota yang tidak terlupakan itu. (Mortenson, 2006: 314)
(He missed Tara, it feels like losing a limb He would give anything, mind to be able to see the pictures he took with Tara on their wedding day. In the photo he held her in his arms, in front of the trucks that carry them while traveling around the city that are not forgotten). (Mortenson, 2006: 314)

Mortenson missed his wife named Tara. He remembers the time her marriage to Tara. Tara she gently hugged and affection.

11. Respect to other's Culture

Love your neighbor as you love yourself. In the daily interactions between people there Idioms English proverb reads as: Do to Others What You Would Others Do to You.

As said in the Alquran surah Maidah 113:

﴿ لَيْسُوا سَوَاءً ۚ مِّنْ أَهْلِ الْكِتَابِ أُمَّةٌ قَائِمَةٌ يَتْلُونَ آيَاتِ اللَّهِ ۖ أَنَاءَ اللَّيْلِ وَهُمْ يَسْجُدُونَ ﴾

“They are not the same between the People of the Book is Going Straight, they read the verses of Allah in the night season, falling prostrate (in prayer).

Sejak kali pertama tiba di Pakistan Mortenson telah diundang lusinan kali untuk menghadiri pesta pernikahan. Detail tradisi Balti untuk urusan ini sangat beragam dari desa satu ke desa lainnya. Tetapi satu hal penting disetiap upacara ini yang telah disaksikan oleh Mortenson adalah sama kesedihan yang mendalam untuk mempelai perempuan ketika harus meninggalkan keluarganya untuk selamanya. (Mortenson, 2006: 261)

(Since first arriving in Pakistan Mortenson has invited dozens of times to attend a wedding. Details for this business Balti traditions vary from one village to another village. But one important thing in every ceremony that was witnessed by Mortenson is the same anguish for the bride when she had to leave her family for good). (Mortenson,2006:261)

Haji Ali mengajariiku untuk berbagi tiga cangkir teh untuk bergerak lebih perlahan, menjadikan membangun persahabatan sama dengan membangun proyek. (Mortenson, 2006: 280)

(Haji Ali taught me to share three cups of tea to move more slowly, making the building a friendship with building projects). (Mortenson,2006:280)

Kami lihat dia punya sikap aneh, sangat berbeda dengan orang Eropa lain, dia tidak menuntut makanan enak atau lingkungan yang nyaman. Dia melahap semua yang dihidangkan oleh Ibuku yang ada dihadapannya, dan tidur bersama kami didalam asap, seperti seorang Balti. Karena sikap dr. Greg yang sangat baik itu dan karena dia tidak pernah berbohong kedua orang tuaku dan aku jadi sangat menyayanginya. (Mortenson, 2006: 329)

We saw he had a strange attitude, is very different from other Europeans, he did not demand a good meal or a comfortable environment. He ate everything that was served by my mother into it, and sleeps with us in the smoke, like a Balti. Because attitudes dr.

Greg was very good and because he never lied to my parents and I became very fond of her). (Mortenson, 2006: 329)

Mortenson never was to a lot of weddings. For example married in the city of Balti. He was there very surprised. Because the custom of the bride there is very sad to leave his family after marriage and must take a husband. Mortenson learned from Haji Ali about the meaning of a friendship.

12. Respect to Other's Religion

Religious tolerance does not mean one cannot express his own beliefs. It does mean that seeking to undermine or attack the religious faith and beliefs of another has always been a short road to trouble.

As said in Al-Qur'an in Surah Al kafirun 06:

لَكُمْ دِينُكُمْ وَلِيَ دِينِ ﴿٦﴾

for you your religion, and for me, my religion.

Sher Takhi melafalkan cerita tentang bagaimana Allah meminta Ibrahim untuk mengorbankan putranya, sebelum akhirnya mengizinkan sang nabi untuk menggantikannya dengan seekor domba setelah lulus uji kesetiaan. Di dalam Al qur'an peristiwa itu muncul dengan jalan cerita yang sama seperti kisah Ibrahim dan Iskhak dalam kitab Taurat dan Injil. (Mortenson, 2006: 265)

(Sher Takhi recite the story of how God asked Ibrahim to sacrifice his son, before finally allowing the prophet to replace him with a sheep after passing the test of loyalty. In the event that the Qur'an came up with the same story as the story of Abraham and Iskhak Taurat and the Bible in the book). (Mortenson, 2006: 265)

Kalau orang Balti cukup menghormati agama Budha, hingga bersedia beribadah di tengah simbol swastika dan roda kehidupan yang banyak terdapat disitu, maka barang kali mereka akan cukup toleran membiarkan seorang kafir dengan cara yang diajarkan oleh seorang tukang jahit. (Mortenson, 2006: 264)

(If the Balti enough respect Buddhism, to be willing to worship in the middle of the swastika symbol and the wheel of life which many are there, then perhaps they would be tolerant enough to let a heathen in a way that is taught by a tailor). (Mortenson, 2006: 264)

Life is a sacrifice. As in the first story of the prophet Abraham to sacrifice his own son to the slaughter. Balti people enough respect for Buddhism. Because the Balti people think all religions are good. Buddhist people will also be tolerant with each other.

C. Intrinsic Element of the Novel

a. Character and characterization

The major characters in this novel are Mortenson, Haji Ali, Jean Hoeni, Tara Bishop, Twaha, Mozafir Ali. The minor characters are George McCow, Faisal Baig, Ali Khangazi, Christa, Ghulam Parvi, Sakina, Sardhar Khan, Syed Abas, Hussein, Kais, Dempsey Mortenson, Scot Darsny, Haji Mehdi, Aslam, Fatima, Mother Teresa, Suleman, Abdul Shah, Sir Edmond Hillary, Marina, Yakub, Shakeela, Bashir Baz, Bozeman, Julia Bergman, Masuod, Ibrahim. In this novel the author uses the analytic method.

b. Plot

The plot of this novel is exposition, conflict and resolution.

c. Setting

It is divided into two parts, namely setting of place and setting of time. Setting of place in this novel are Pakistan, Afganistan, Kabul, Skardu, Baltistan, Waziristan, Montana, Pesawar, Hushe Velly, Braldu,

Washington, Islamabad, Baltoro, Karakoram, Berkeley, Rawal Pindhi, Sanfransisco, Seatle, Nepal, Kashmir, Korphe, Khyberpass. Setting of time is around 1993's-2003's.

d. Point of view

In this novel the author uses the third point of view because the novel is based on the real story of his friend. He uses the word "Dia" to tell the story.

e. Style

This novel is written with metaphors and realist style, delivering a smart story and touching, full of inspiration and imagination. Comical and contain a strong intelligence so the reader unconsciously is involved into the story and characters in the novel.

f. Theme

This novel has a theme of friendship and struggle through life, the belief in the power of a dream or hope and the sacrifice in life.

D. Cultural Background of the novel

Ability of emotionality is background culture place America culture, Afganistan culture and Pakistan culture. Intellectual ability culture is thinking in this novel about terrorism and poor in Afganistan and Pakistan poor society. There are sentences are related to cultural background of America. For example. Mortenson was shocked actually there are many cultural both America and Pakistan are seen in marriage celebration. In America a couple

can get marriage without permit from their parents. But in Pakistan a girl has to get permit from her parents and when she leave she feel so sad.

CHAPTER V

CLOSURE

A. Conclusion

After analyzing the novel “Three Cups of Tea”, in this chapter the writer would like to draw the conclusions as follows:

1. Moral is all actions and efforts of the older generation to transfer the knowledge, experience and skills to the younger generations as efforts to prepare them to fulfill their necessity both physical and spiritual. The important factor in human moral is the sense of responsibility. Moral also said as the result of living and growing up in a community.

The intrinsic elements of the novel “Three Cups of Tea “consists of:

a. Character and characterization

The major character in this novel is Mortenson, Haji Ali, Jean Hoeni, Tara Bishop, Twaha, Mozafir Ali. The minor character is George McCow, Faisal Baig, Ali Khangazi, Christa, Ghulam Parvi, Sakina, Sardhar Khan, Syed Abas, Hussein, Kais, Dempsey Mortenson, Scot Darsny, Haji Mehdi, Aslam, Fatima, Mother Teresa, Suleman, Abdul Shah, Sir Edmond Hillary, Marina, Yakub, Shakeela, Bashir Baz, Bozeman, Julia Bergman, Masuod, Ibrahim. In this novel the author uses the analytic method.

b. Plot

The plot of this novel is exposition, conflict and resolution.

c. Setting

It is divided into two parts, namely setting of place and setting of time.

Setting of place in this novel is Pakistan, Afganistan, Kabul, Skardu, Baltistan, Waziristan, Montana, Pesawar, Hushe Velly, Braldu, Washington, Islamabad, Baltoro, Karakoram, Berkeley, Rawal Pindhi, Sanfransisco, Seattle, Nepal, Kashmir, Korphe, Khyberpass. Setting of time is around 1993's-2003's.

d. Point of view

In this novel the author uses the third point of view because the novel is based on the real story of his friend. He uses the word "Dia" to tell the story.

e. Style

This novel is written with metaphors and realist style, delivering a smart story and touching, full of inspiration and imagination. Comical and contain a strong intelligence so the reader unconsciously is involved into the story and characters in the novel.

f. Theme

This novel has a theme of friendship and struggle through life, the belief in the power of a dream or hope and the sacrifice in life.

2. There are three cultural background in this novel: America, Pakistan, and Afganistan cultural which are clearly influential in the story.
3. The moral values of the novel are: life is struggle, life is sacrifice, life is to share, be optimist in facing our life, long life learning, live on dream, respect to our parents, be a nature lover, Love, respect to other culture, respect to other religion.

B. Suggestion

To close this paper, the writer would like to give some suggestion as follow:

1. Reading literature is not only for spending our leisure time but we can get so many messages from it, because in literary works the author wants to convey something useful and valuable for the reader. Usually it consists of moral, education, religion, motivation and soon
2. Education is very important in someone's life. So, educational values should be introduced to the children early. Family holds an important role to the children because this is the first place for children to grow up.
3. Life is gift from God; we must use our time wisely because if it is gone, it will never back again. We must have a spirit and be optimist in facing our life, so we will not regret.

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