

## CHARACTER EDUCATION IN KHALED HOSSEINI'S NOVEL AND THE MOUNTAINS ECHOED

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### Abstract

The aim of this research is to obtain a deep understanding of character education in *And The Mountains Echoed* Novel written by Khalid Hosseini. This research used qualitative approach, content analysis method, through structuralism and semiotics study. Structurally, character education in this novel found in the theme, the plot, the characters and characterization, and the setting. Semiotically, the researcher found semiotics signs in *And The Mountains Echoed* novel relating to the character education, namely, index, symbol, and icon.

The data were collected through a careful reading of the novel, identification, and classification. The values taken are the combination between character education value from Pusat Kurikulum Balitbang Diknas and Lickona's. However not all values are captured, among the 28 values, only thirteen caught from the novel. The values are hard working, religious, responsible, love, integrity, social care, never give up, thanks be to Allah, appreciating achievement, wisdom, creative, curiosity, and friendly/communicative. From the structure of the novel, the character education implemented explicitly and implicitly in the theme, the character and characterization, the setting, and the plot. While from the semiotics, the character education mostly found in the form of index, followed by symbol, and then icon.

**Keywords:** character education, structuralism and semiotics, icon, index, symbol

Suwarsih revealed that the teaching of literature and language can support each other if both are carried out with the right approach (Baksin, 2008: 31). Approach to proper literary teaching is the teaching that involves learners so that it can stimulate the heart (honest, religious, responsibility, social care, environmental care), sensing (caring, cooperation), thinking (smart, creative, Curiosity), and sports (tough / healthy, clean), (Dalmeri, 2006: 274). In connection with this, Baksin said that literature is a vehicle to educate the public about social values, noble behavior, and aesthetics, so that by reading literature it is expected that human dignity becomes higher (Baksin, 2008: 30).

Literary works are related to all aspects of life which reflects the diverse life phenomenon in depth, following the author's creations, feelings, and intentions. It can also offset the maturation, stabilization, and maturity of one's personality. This means that literary works contain elements of education because in it there are values of cultural traditions that can affect anyone who reads it. Thus literary works can be used to be a means of delivering teachings beneficial to their readers. In this regard, Probst in Emzir and Rohman says that literary teaching should be able to make students discover the relationship between their experience and the literary works (Emzir and Rohman 2015: 223-224).

In the end, literary studies not only provide scholarship, but also expected to provide value of moral formation, recreation, religiosity, aesthetics, which can shape the character of the reader, especially students (Rokmansyah, 2014:8). Rokhmansyah revealed that literature is able to give knowledge to the reader so that know good and bad morals because good literature always contain high moral. The above explanation shows that literary works are important learning medium that can foster the values of education in character formation.

Attention on the implementation of character values i.e. character education began to be discussed at the end of the New Order, the beginning of the Reform Order. The trigger is the mental and spiritual degradation of the nation. The Reform Order has revealed a growing number of collusion, corruption and nepotism practices, as well as other forms of moral degradation such as frequent religious tribes and tribal clashes.

Novel *And The Mountains Echoed* is the third and best-selling novel of Hosseini that contains character education. This novel published in the United States in May 2013 by Publisher of Riverhead Books, The Berkley Publishing Group. The feature of this novel lies in the ability of the author to play characters that illustrated in great detail. For example, Mr. Wahdati who left all his property to Nabi who has been faithful to accompany and care for him during his years of illness. However, Nabi left the treasure back to Pari, the one whom he considered most entitled to the treasure. This shows that Wahdati and Nabi are good characters, responsible, wise, and not greedy.

To understand the ideology of character education contained in the novel *And The Mountains Echoed* required an analysis of the structure of novel and mark in the form of the language spoken in the novel. Referring to the above paragraph descriptions, this study will reveal the meaning in *And The Mountains Echoed* using structural and semiotic approach. Related to the structural one, Celebi synthesizes the opinion of some experts "... the application of structuralism depends on the relationship between the language of literature and the whole of language" (Celebi, 2003: 2).

The semiotic study is used to know the type of character education marking in the *And The Mountains Echoed* novel. Hoed stated that semiotics has become a science and cultural analysis tool to explain human efforts to understand things as signs and explain some cultural phenomena (Hoed, 2008: ix). Therefore, the novel as a literary work is the result of culture that contains signs can be interpreted with the theory of semiotics. Related to it, a relevant research has been done by Syarifuddin and friends by the title *Index in Alexandre Dumas' Novel the Man in the Iron Mask: A Semiotic Analysis* (English Language Teaching; vol.6, No. 10; 2013; Canadian Center of Science and Education; <http://dx.doi.org/10.5539/elt.v6n10p228>). The research in this article analyzes the meaning of index found in characterization in the novel. It is semiotic study that revealed the causalities relation between the sign and the object in a more comprehensive meaning. Another relevant research is written by Irsyad and Ahmed entitled *The Structural Analysis of "take pity": a short story by Bernard Malamud* (European Journal of English Language, Linguistic and Literature, Volume 2, No.1, 2015). This analysis reveals the writer's intention of creating the story through its premise, theme, backstory, conflict, context and setting. This analysis is supposed to aid the readers in getting better understanding through its elements.

Disclosure of the values of character education is done by analyzing the text of the story to get meaning that shows the value of character education. Such structural and semiotic disclosures can be interrelated to explain the values of character education in the novel.

Novel as it is expressed by Hawthorn: "...a novel is a fictitious prose narrative or tale of considerable length in which characters and actions representative of the real life of past or present times are portrayed in a plot of more or less complexity." (Hawthorn, 1989:1).

The novel is a narrative or a fairly long story in which the characters and actions representation of the real life of the past or present are depicted in the plot more or less in its complexity. The novel is a fictional story depicting figures and custom situations. Although everything is fiction, the story in the novel still represents real life because the author raised the idea of what he saw or experienced. This is confirmed by the definition of the novel expressed by Clara Reeve in Literature as follows: “*The novel is a picture of real life and manners, and of the time in which it was written.*” (Kennedy, 1987:226). The novel is a miniature of a real life that describes the manners and behavior of human being including the manner and behavior of people which is influenced by the traditions and culture that occurred at that time.

In its development, the novel is a story that has a function as a medium to convey the message of its author. A good novel can provide a good moral and character education depicted through characters and characterization, themes, plot, and setting.

According to Ki Hajar Dewantara, character education is an important part that should not be separated in the content of education in Indonesia. Because of the very importance of character education, the first president of Indonesia asserted that the Indonesian nation must be built by prioritizing the development of character to make Indonesia a great nation, advanced and glorious, and dignified (Samani and Hariyanto 2003: 1-2).

Lickona states that character education is a deliberate attempt to help a person so that he / she can understand, observe, and perform core ethical values (Sudrajat, [http://staf.uny.ac.id/sites/default/files/ Why Character Education .pdf](http://staf.uny.ac.id/sites/default/files/Why_Character_Education.pdf).downloaded March 3, 2017). Character education is expected to form superior human beings who have a solid and reliable national identity. It is reinforced by Almerico's opinion that *Character education is a deliberate effort to develop noble character and cultivate core virtues that are worthy for the individual and society as a whole. It requires careful, calculated planning for success. It deals with teaching students to develop the ability to decide how to behave in an appropriate manner in various social situations with the purpose of developing individuals who are capable of understanding moral values and who choose to do the right thing* (2014:2).

The above quotation implies that character education is a deliberate attempt to develop noble character and foster the proper core virtue for individuals and society as a whole. It requires thoroughness, careful planning for success. It deals with teaching students to develop the ability to decide how to behave well in various social situations in order to develop individuals who are able to understand moral values and who choose to do the right thing.

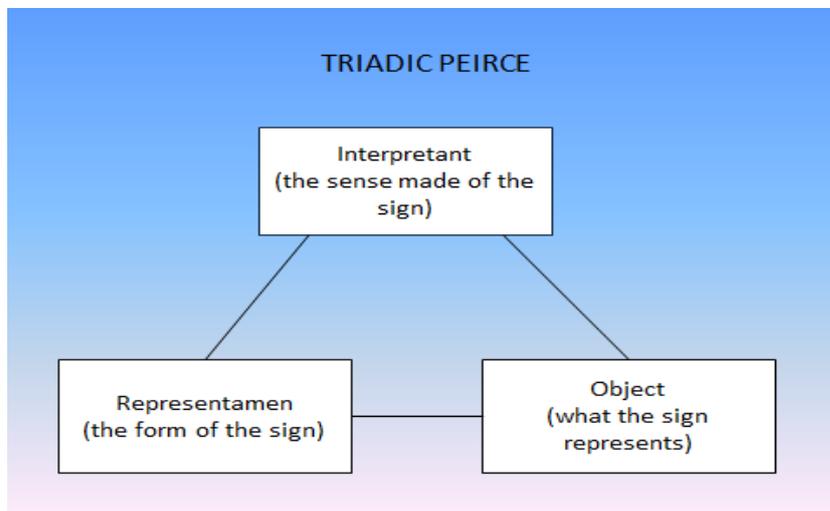
Similarly, Lickona describes the ten good essence i.e. wisdom, justice, courage, self-control, love, positive attitude, hard work, integrity, gratitude, and humility. While Center of national education curriculum formulate 18 values of character education as follows: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curious, the spirit of nationality, love the country, appreciate achievement, friendly / communicative, love peace, love to read, environmental care, social care, and responsible.

The structural approach is an approach that focuses its study on the intrinsic elements of literary works. This study devotes a study to literary texts by delving into the elements of literature in a careful and detailed way. It aims to gain meaning as a whole through the signs of language. In line with this, Teeuw states that the objective of structuralism is to dismantle and expound as accurately, carefully, and as deeply as possible the interrelationship and interconnection of all elements and aspects of literary works which together produce a comprehensive purpose (Ekowati, 2010: 19). Saussure adds that structuralism is a concept that cannot be separated from linguistic

aspects or signs of language (Rivkin and Ryan, 2004: 54). Indeed, it is explained that "*something is a sign only because it is interpreted as a sign of something by some interpreter*". (Noth, [http://www.semioticsigns.com/articlesofinterest/2007\\_09\\_20/handbook.pdf](http://www.semioticsigns.com/articlesofinterest/2007_09_20/handbook.pdf). downloaded 1 of April 2017). The meaning of this quote is no sign unless it is interpreted as a sign.

Eco states semiotics is concerned with everything that can be taken as a sign. A sign is everything which can be taken as substituting for something else (Eco, 1976: 7). The literary work which is the world in the word is a collection of signs in which it relates to the meaning between the author and the reader. Thus, it is natural that literature is seen as a semiotic phenomenon (Teeuw, 1984: 43).

In the same way Peirce says, a sign is something that can represent something else within certain limits. He also calls it with representamen, object and interpretan. Here's the triadic semiotics image from Peirce:



(source: Lesley Lanir, <https://www.google.co.id>)

Types of signs according to Peirce is a sign of icons, indexes, and symbols. Icons is signs and references that have similarities. Indexes, signs, and references have a proximity to the existence of a causal relationship. Symbol, the relation between the sign and its reference has been conventionally formed.

The emergence of this semiotic structural study as a result of dissatisfaction with the structural study which only focuses on the intrinsic aspect. Therefore, a semiotic structural study appears to examine structural aspects with signs so that it can be said that this semiotic study is a continuation of structuralism. The semiotic structural study itself emerged because, as a structural study, semiotic study cannot be completely separated from the structure.

## METHODS

This study aims to gain a deep understanding of the value of character education in the *And The Mountains Echoed* novel which includes character education based on structural studies and studies of semiotics found in the text of the novel. Character education is scrutinized through the text of the novel that are semiotic, first it is explored through the structure of the story; Plot, character activity, character behavior, and message of character; setting; and the theme of the story.

The approach used in this research is qualitative approach with content analysis method. This method aims to provide a systematic description, factual, and accurate about the facts and the relationship between the phenomena studied qualitatively. The main idea of this analysis is to maintain the content analysis features developed in the science of communication, further transferring them and developing them into qualitative interpretative analysis steps (Mayring, 2000: 1). This method of analysis gives attention to the contents of an explicit and implicit message in the novel. This content analysis is used to express the symbolic meaning existing in the novel. Content analysis in the field of literature can be an effort to understand literary works that include extrinsic elements such as moral messages, the value of character education, philosophy and religious values, and others. As a qualitative research the formal data is taken from the text of the novel in the form of words, phrases, sentences, and discourses.

## RESULTS AND DISCUSSION

### 1. Character Education in *And The Mountains Echoed* through Structural Review

The findings of this study include moral values that are implemented into character education from the structural aspect. These values implicitly include good characters such as hard work, religious, responsibility, love, integrity, gratitude, wisdom, creative, curiosity, friendly / communicative, social care, never giving up, and appreciating achievement.

#### a. Character Education In The Theme

Based on the results of observation and identification, the writer concludes four themes that are closely related to character education. The themes are: 1) the role of tales / stories for children, 2) life is struggle, 3) the fruit of friendship, and 4) patience brings happiness.

##### 1) The Role Of Tales / Stories for Children

The tale is a story, but the story is not necessarily a fairy tale. Almost everyone likes fairy tales and stories. Listening to fairy tales or stories is fun for kids, teenagers, or parents. Listening to fairy tales generally becomes a routine in a family especially at a time before the children are asleep. Although it is actually a fairy tale as the story can be heard anytime and anywhere and in any situation.

Educational experts working on children's education argue that fairy tales or stories can be a tool to convey messages or advice to others, especially children. This method is considered most effective so that children can understand the message delivered. Through a fairy tale, Saboor can convey a message or an idea of why Pari sold to a wealthy family. In essence, Saboor as a father wants Pari to have a decent life that cannot be obtained if Pari stays with him. Abdullah gradually understood it. At least Abdullah had no anger at his father for the sale of Pari. Instead, Abdullah empathized with his father's sadness over Pari's decision. Sometimes Abdullah found his father cloudy with emotion. According to him, his father has lost his identity.

*Sometimes, in unguarded moments, he caught Father's face clouding over, drawn into confusing shades of emotion. Father looked diminished to him now, stripped of something essential. He loped sluggishly about the house or else sat in the heat of their big new cast-iron stove, little Iqbal on his lap, and stared unseeingly into the flames. His voice dragged now in a way that Abdullah did not remember, as though something weighed on each word he spoke. He shrank into long silences, his face closed off. He didn't tell story anymore, had not told one since he and Abdullah had returned from Kabul. (h. 52)*

## 2) Life is Struggle

Struggle or sacrifice is something human must do wherever he lives. There are several goals or reasons why one should struggle, among them the struggle is made to meet the necessities of life, to make others happy, to get what they want, to reassure, to live better, to achieve goals and so on. No one lives without struggle.

The following quotation explains the struggle and sacrifice of Baba Ayub. He worked hard in the fields from sunrise to sunset to make the harvest of the plants satisfactory and so did Saboor. For the rest of his life, he worked hard until his muscles clung tightly to his arms like rattan. All that they do to support the family.

*Because he had a large family to feed, Baba Ayub saw his days consumed by hard work. Every day, he labored from dawn to sundown, plowing his field and turning the soil and tending to his meager pistachio trees. (h.1)*

*Father was thin as a reed, but a lifetime of work hard made his muscles powerful, tightly wound like rattan strips around the arm of a wicker chair. (h. 20-21)*

## 3) Benefits of Friendship

Friendship implies a relationship of two or more people who each feel the match with no distinction between race. In friendships are usually established mutual understanding, help and cooperation. A friend will affect our condition, a good friend will make us better, otherwise unfavorable friend will give effect which is also not good. Making friends with a good person can bring many benefits. Benefits that can be gained from a friendship of them is to help each other, relieve stress, distance from loneliness, have a place to share, add insight, solve problems, and provide things needed.

Through Markos, Nabi had a way to make amends for what he had done to Pari. At the end of his age, Nabi asked Markos to search for the existence of Pari and entrust the mandate in the form of a letter explaining that Pari has an older brother named Abdullah and the will that explains Pari as the heir of Nabi's treasure so that Pari finds his true identity.

*I will take the liberty of asking you for two things, one for me and one for another. First is that you have me buried in the Ashuqan Arefan cemetery, here in Kabul. ... The second is that you try to find my niece Pari after I am gone. If she is still alive, it may not prove too difficult—this internet is wondrous tool. As you see enclosed in the envelope along with this letter is my will, in which I leave the house, the money, and my few belongings to her. I ask that you give her both this letter and the will. And please tell her, tell her that I cannot know the myriad consequences of what I set into motion. Tell her I took solace only in hope. Hope that perhaps, wherever she is now, she has found as much peace, grace, love, and happiness as this world allows. (h. 144)*

## 4) Patience Brings Happiness

Patience means perseverance, persevering from doing bad things, enduring trials, enduring in acceptance of the provisions or destiny of God. No one has no problems in his life.

Nabi patiently took care of Suleiman Wahdati. For many years Nabi dedicated his life to Wahdati's family. Since Wahdati bachelor, married, and spent his last breath. Nabi gained the inner

satisfaction of dedicating his life to his work. Nabi also received the inheritance of Wahdati's entire wealth for his loyalty and integrity.

*The note in Suleiman's drawer was a will in which he had left me everything. The house, his money, his personal belongings, even the car, though it had long decayed. Its carcass still sat in the backyard on flat tires, a sagging hulk of rusted-over metal. (h.140)*

### **b. Character Education in The Setting**

Setting serves as a means to identify the situations and conditions depicted in the novel. The setting affects the behavior, thoughts, and beliefs of individuals and communities living in those places. The setting contained in *And The Mountains Echoed* there are three parts, namely, place, time and social.

#### 1) The Setting of place

Adel's father also built a free clinic for residents Shadbagh e-Nau. What Adel's father did made Adel proud. He is proud because he thinks his father has a good character that is high social awareness.

*Adel knew that women in Town used to die regularly giving birth. But they didn't anymore because his father had open a large clinic, run by two doctors and three midwives whose salary he paid for out of his own pocket. All the town people received free care at the clinic; no child in Shadbagh e-Nau went unimmunized. (h. 264)*

#### 2) The Setting of Time

One winter morning, Saboor picked up an ax and cut down a large oak tree. He was assisted by Mullah Shekib, Baitullah, and several other men. No one can prevent Saboor. He just said that winter requires a lot of firewood.

*One morning that winter, father fetched his ax and cut down the giant oak tree. He had Mullah Shekib's son, Baitullah, and a few other men help him. No one tried to intervene. ... Father told Abdullah they needed the firewood for winter. But he had swung his ax at the old tree with violence, with his jaw firmly set and a cloud over his face like he couldn't bear to look at it any longer. (h. 49-50)*

#### 2. the setting of social

Shadbagh is a poorly populated village. Every year in winter there are always babies or children who die from cold. Due to the poor, Shadbagh residents were unable to provide warmers in their homes. This happened to the Saboor family. Parwana lost her new baby two weeks old.

*Parwana gave birth to a baby boy this past winter—Omar, his name was—but he died when he was two weeks old.” “What happened?” “Winter, Bibi Sahib. It descends on these villages and takes a random child or two every year. You can only hope it will bypass your home.” (h. 99)*

### **C. Character Education in Character and Characterization**

In the novel of *And The Mountains Echoed* there are many characters who play a role in the story but who became the main character in this story is Pari and Abdullah.

When Abdullah heard that a boy in the neighboring village had a peacock he went to the village even though he had to swap the only shoe he had with a peacock feather. He must walk barefoot until his heels are blistered and bleeding. However, Abdullah is very happy because Pari happy to get the gift of bird feather from him.

*He had heard of a boy from another village whose family owned a peacock. ... Abdullah walked to this other village, found the boy, and asked him for a feather from the bird.*

*Negotiation ensued, at the end of which Abdullah agreed to trade his shoes for the feather by the time he returned to Shadbagh, peacock feather tucked in the waist of his trousers beneath his shirt, his heels had split open and left bloody smudges on the ground. Thorns and splinters had burrowed into the skin of his soles. Every step sent barbs of pain shooting through his feet. (h. 22)*

Since Pari was young, she wanted to know and often asked her mother about who she was and why no siblings visited and visited her.

*When she was young, Pari remembers, she had been all questions. Do I have cousins in Kabul, Maman? Do I have aunts and uncles? And grandparents, do I have a grand-pere and a grand-maman? How come they never visit? Can we write them a letter? Please, can we visit them? (h. 237)*

#### **d. Character Education in the Plot**

*A story is a combination of several events that are assembled on an ongoing basis. The author describes such events in harmony so that they become an interesting and understandable story, including in the framed story of the And The Mountains Echoed novel.*

*Plot is an important thing in the storytelling of a novel so that the attraction of a story. In And The Mountains Echoed, each chapter has different plot, ie progressive plot, regressive plot and mixed.*

*“Nabi gave me a note,” Markos Varvaris says. “I was to read it only after his death. When he die, I had an Afghan colleague translate it into English. This note, it is more than a note. A letter, more accurately, and remarkable one at that. Nabi says some things in it. I searched for you because some of it concerns you, and also because he directly asks in it that I find you and give you this letter. It took some serarching, but we were able to locate you. Thanks to the web.” (h. 257)*

The quote above illustrates the progress of the story that is getting closer to the climax of the story. This quote clarifies the true identity of Pari. On one hand Pari did not want to be distracted by the information he just received from Markos because Pari did not want his happiness with his family disturbed. On the other hand, Pari wants to know her origins and whether she still has a family living in Afghanistan. In fact, Pari was shocked by the news she received about her, making her remember childhood memories with Abdullah and other family members in Afghanistan.

Table 1. The Value of Character Education Viewed from Structure

No	Character Education Value	Struktur novel			
		Theme	Plot	Character and Characterization	Setting
1	Hard work	Minor theme	Progressive plot	Saboor, Baba Ayub, Pari Wahdati,	Social setting
2	Religius	Minor theme	Mixed plot	Nabi	Social setting
3	Responsibility	Minor theme	Progressive plot	Saboor, Baba Ayub,	Social setting
		Major theme	Regressive plot	Abdullah, Parwana	

4	Love	Major theme	Progressive plot	Abdullah , Pari	Social setting
		Minor theme	Regressive plot	Nabi	
5	Integrity	Minor theme	Mixed plot	Nabi , Baba Ayub	Social setting
		Major theme	Progressive plot	Abdullah	
6	Gratitude	Minor theme	Progressive plot	Pari Wahdati	Social setting
7	Wisdom	Minor theme	Progressive plot	Markos	Time setting
8	Creative	Minor theme	Mixed plot	Nabi	Time setting and social setting
9	Curiosity	Minor theme	Mixed plot Progressive plot	Pari Wahdati Pari II	Time setting
10	friendly	Minor theme	Mixed plot	Nabi	Social setting
11	Social care	Minor theme	Mixed plot Progressive plot	Nabi Komandan Sahib, Idris, Timur, Amra, Markos	Time setting and social setting
12	Never giving up	Major theme	Progressive plot	Abdullah	Social setting
13	Appreciate achievement	Minor theme	Mixed plot	Suleiman Wahdati	Social setting

## 2. Educational characters in the novel *And The Mountains Echoed* in terms of Semiotic: Icons, Indexes, Symbols

The analysis uses semiotic that is the determination of the sign of interpretation of the relationship between objects, representamen, with interpretannya. The marking is focused on the relation of the object and its representation. The meaning of the sign is obtained from the relation of the sign with its interpretation.

### a. Icon

*Father was **thin as a reed**, but a lifetime of work hard made his muscles powerful, tightly wound like rattan strips around the arm of a wicker chair. (h. 20-21)*

The representamen of the above quotation is **thin as a reed** (thin as a bamboo). This representamen is metaphoric icon namely likens the thinness of the body of the character like a reed. The object is work a lot. The relationship of representamen and object form an interpretan that is thin-skinned because work very hard to support his family.

### b. Indeks

*“Father?” he said. “Will you allow me to help you? Build the guesthouse, I mean. (h.32)*

The representamen of the above quotation is *Will you allow me to help you?*. The representamen of the object that represents the character's responsibility is an index that creates an interpretant of the desire of the character to help his father work to build a guest house. As the first son, the character feels the responsibility to help his father.

### c. Symbol

*From then on, he walked beside the wagon as it jostled along on the pitted desert floor, holding Pari's hand. They traded happy glances, brother and sister, but said little for fear of souring Father's mood and spoiling their good fortune.* (h. 20)

The object of the above quote is *holding Pari's hand. They traded happy*. This quote forms a representamen of symbol that is Abdullah does not want to be apart from Pari, so is the case with Pari. Both love each other and feel comfortable when close together. When Saboor allowed Abdullah to come to Kabul, the two brothers were very happy that they did not talk much because they were worried that his father's mood was worsening and their luck vanished.

Table 2. The Value of Character Education Viewed From Semiotics

No	Character education value	Semiotic		
		Icon	index	Symbol
1	Hard work	2	3	-
2	Religious	-	1	1
3	Responsibility	1	3	-
4	Love	1	4	1
5	Integrity	-	2	4
6	Gratitude	-	1	-
7	Wisdom	-	1	-
8	Creative	-	1	1
9	Curiosity		1	1
10	Friendly	-	3	-
11	Social care	1	4	1
12	Never giving up	-	-	1
13	Appreciate achievement	-	1	-

Reading the novel *And The Mountains Echoed* and analyzing every detail of its intrinsic structure, the researcher found the implementation of educational values such as hard work, religious, responsibility, love, integrity, gratitude, wisdom, creative, curiosity, friendly / communicative, social care and appreciate achievement. These values are reflected in the theme, the setting, the characters and characterizations, and the plot explicitly or implicitly.

Based on the data collection, the character education values are expressed through index, symbols, and icons. These values are implemented into character education in the event that the author presents. Semiotic signs used have interpretations that relate to the values of character education. The signs that most show the values of character education in the *And The Mountains Echoed* novel are index, then followed by symbols, and then icon.

By examining the character education in this novel is expected learners can distinguish the deed that should be imitated and that must be abandoned. This means that by reading the novel *And The Mountains Echoed* through semiotic study with teacher guidance is expected learners are able to

understand and apply the author's message. In addition, of course the review of literary works through this semiotic structure will enrich the vocabulary, word selection, sentence structure and improve reading ability of learners.

### CONCLUSION

From studying *And the Mountains Echoed* novel through the semiotic structural review, the researcher conclude that the novel contains character education values such as hard working, religious, love, responsibility, integrity, social care, never give up, thanks be to Allah, appreciating achievement, wisdom, creative, curiosity, and friendly/communicative. It also enrich vocabulary, word selection, sentence structure, and improve learners' reading ability. It means that *And the Mountains Echoed* novel through the semiotic structural review can be used as media to learn language structure and to convey the author's messages.

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