



Rudyard Kipling's Novel the Jungle Book as Moral Literacy Material on EFL Learning

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ABSTRACT

Education plays an important role in the formation of human character. One of the keys to successful students who have a strong personality is the selection of learning material. This study aims to explain that moral literacy in the novel *The Jungle Book* by Rudyard Kipling in the form of ethical sensitivity, ethical reasoning abilities, and moral imagination. This research is a qualitative descriptive type and uses an objective approach. The theory used is Nancy Tuana's Moral Literacy. The results showed that the form of ethical sensitivity in *The Jungle Book* is in the brotherhood and heroic action. The form of ethical reasoning is in the reasoning for the nature of gratitude and the nature of the consequences of revenge. Moral imagination lies in brotherhood and self-defense efforts. Thus, moral literacy in the novel can be an alternative material for moral literacy the which is useful in the development of students' character.

Keywords: the Jungle Book, moral literacy, EFL learning

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INTRODUCTION

Literary work is one of the intensive and extensive reading material in EFL (English Foreign Language) classrooms. Rudyard Kipling's novel *The Jungle Book* (1894) is a classic literary genre that depicts the journey of life of the main character Mowgli who survived in the conflicted Indian wilderness to be able to play emotional development and students unconsciously learn about the concept of moral literacy. Although the use of literature as teaching material has been widely used, it is still difficult to determine which EFL class reading

material based on moral literacy is right for students. The specific purpose of this study is to analyze the novel *The Jungle Book* as a moral literacy material on EFL learning. The urgency of this research is to provide an analysis of the Novel *The Jungle Book* by Rudyard Kipling that contains moral values as an alternative to moral literacy material in Junior high school students' EFL learning.

The importance of EFL learning for junior high school students in Indonesia is an issue that will be examined in this study. According to Aghagolzadeh & Tajabadi (2012), learning materials play

an important role in most foreign language teaching programs. The use of literary work-based learning material can improve students' cultural understanding, facilitate critical thinking and improve language skills and all of these strengths are due to the authentic nature of literature (Nurgiyantoro, 2007). Ihejirika (2014) states that the relationship between literature and language is a symbiosis that must be explored and exploited to enhance effective English language learning at the secondary school level. Whereas Siaj & Farrah (2018) state that novels in EFL classes can motivate students and enrich their cultural knowledge and language skills. Agreeing with that, this research explores novels as learning material in EFL.

The Jungle Book has been extensively researched using various approaches and revealing a variety of important findings. According to Mette (2011, p. 1) the *Jungle Book* novel represents a metaphor of Victorian values as a paragon of the Period of building a kingdom. Meanwhile, Selian et al (2017) revealed that Mowgli figures represented the value of heroism. Furthermore, Eripuddin (2017) revealed that the study of the flow and setting related to the law of the jungle rests on unity and harmony will defeat the strong. Some previous findings revealed that the novel is a representation of Victorian values that illustrate the heroic concept and give birth to the motto of unity and harmony that will defeat the strong. In line with this research, the writer wants to know the moral values represented in this novel through the characters in the novel so that

they can refer to the concept of moral literacy.

The concept of moral literacy is very closely connected to moral values. Begley & Tuana (2007) revealed that moral literacy requires a collection of skills to improve the capacity to grow and mature. Moral literacy can be formed by developing three things, namely 1) ethical sensitivity (ethics sensitivity), 2) the ability of ethical reasoning (ethical reasoning skills), and 3) moral imagination (moral imagination). The three components are closely related and cannot be separated from one another. For example, the ability of ethical reasoning can increase the ability of ethical sensitivity.

The development of moral literacy must be accompanied by the development of these three basic components. Furthermore, Rizzo & Bajovic (2016) explained that to be able to connect to a broader community, an educator must have a clear understanding of what it means to be morally literate. Referring to the above two perspectives, the educator must continue to extend moral literacy, including ethical awareness, ethical thinking skills, and moral creativity, to the younger generation so that they can contribute to the broader society.

Thus, this research emphasizes the moral values represented in the novel *The Jungle Book* as moral literacy material and its relevance to EFL learning. The selection of EFL learning materials based on moral literacy is expected to be able to hone the moral literacy abilities of students so that they are able to contribute to society in everyday life.

RESEARCH METHODOLOGY

This research method is qualitative research with a content analysis approach. According to Creswell (2014, p. 153), a qualitative study is a method of examining and interpreting the significance given to social or humanitarian issues by some individuals or groups of people. The purpose of this study is to explain moral literacy in the novel *The Jungle Book* by Rudyard Kipling. Descriptions are based on data found according to the focus of the study.

This study uses a moral literacy study to determine the form of moral skills that are described through attitudes, thoughts, and dialogue between characters in the novel *The Jungle Book*. In the end, this research was able to produce an analysis of Rudyard Kipling's *Jungle Book* novel as a moral literacy material in EFL learning. Data collection procedures in this study are divided into two elements, namely data collection technique and data collection instruments.

FINDING AND DISCUSSION

Moral Literacy Analysis in *The Jungle Book* Novel

Moral literacy in novel consists of three things, namely 1) ethical sensitivity, 2) the ability of ethical reasoning, and 3) moral imagination. These three moral skills can be used as material in literary learning and moral development.

1) Ethical Sensitivity in *The Jungle Book* novel

Ethical Sensitivity is part of the moral skills used to be aware of ethical situations. These skills include the ability to determine the involvement of ethical issues, moral intensity, and identification

of values that underlie the ethical situation. In *The Jungle Book* novel revealed the moral sensitivity is reflected as follows:

a. Heroic Act

The practice of giving protection is caring for protecting other beings in a helpless condition. Heroic or heroic attitude is reflected in the figures of the characters in the novel *The Jungle Book*. Giving protection to the weak is a form of hero attitude that refers to ethical sensitivity. Narrated when little Mowgli came to a cave in the forest for the first time and was hunted by Shere Khan. He was carried to the cave by a lame tiger called Father Wolf with his jaw without hurting his skin. Even though Mowgli's condition could have been a tempting prey, Father Wolf had no intention of killing him but protected him from Shere Khan's attack.

A wolf accustomed to moving his own cubs can, if necessary, month an egg without breaking it, and though Father Wolf's jaws closed right on the child's back, not a tooth even scratched the skin, as he laid it down among the cubs
(Kipling, 2000, p. 18).

Pastor Wolf's heroic actions by protecting Little Mowgli became an ethical issue that reflected ethical sensitivity. The situation which is against its nature as a predator by helping Mowgli is a moral ability possessed by Father Wolf.

b. Brotherhood Relation

Mowgli and Bagheera are bound in friendly relations. A good friendly relationship fosters a heroic spirit between the two to always look after each other in the mid of the wild jungle.

Bagheera is the black panther with inky black all over, but in a certain light his hair glossy like watered

silk. He is as cunning as a jackal, as bold as a wild buffalo and as reckless as a wounded elephant. He is born among men and his mother dies among men too. He loves Mowgli very much. |

(Kipling, 2000, p. 43).

Bagheera was a Mowgli hero who never thought of rewarding an action. He just thought that the rights of Mowgli had been taken over by certain animals based on personal interests. He was willing to pay a fine for protecting Mowgli's freedom to live freely. The practice of friendship between Mowgli and Bagheera is a literary learning material that can develop ethical sensitivity in everyday life.

2). Ethical Reasoning Ability

Ethical reasoning becomes a moral skill developed to understand various ethical frameworks, assess the validity of facts relevant to an ethical situation, and evaluate values. Moral reasoning can be presented through cases. The case presented can take the form of a story that contains ethical issues. From the story, one can find out the consequences of certain actions. The ability of ethical reasoning in the novel *The Jungle Book* is found in reasoning and the nature of heroism.

a. *The reasoning for gratitude is shown by the character Mowgli who must live with his foster parents, a pair of wolves Pastor Wolf and Mother Wolf. The story can be seen in the data below.*

Mowgli was a human who had been raised by a pair of wolves who helped him from being hunted by Sheer Khan's tiger. He never forgot everything he had done. He had never forgotten something he had received from others, particularly his parents, Father Wolf and Mother Wolf. His gratitude is an

expression of Mowgli's gratitude for the goodness of his adoptive parents.

We be on blood thou and I, Mowgli said to his adopted parents. I took my life from thee, Father and mother. Without you both, I am no meaning. My life is gone. I owe you much. I must repay all your kindness...Your lessons are great. All because of you. Never in my life shall I forget thee all.

(Kipling, 2000, p. 87).

The statement was an expression of thanks from Mowgli to his parents, Pastor Wolf and Mother Wolf. Even though he is not a wolf, they treat him well and love him like their own child. The sacrifice, trust, and values that they instilled in Mowgli made him grow as a person who understands reciprocity. Mowgli reflects on ethical reasoning through the way he thinks critically and is reflected in his actions. Mowgli tried to return the favor of his adoptive parents through his actions. This is a form of the consequence of Mowgli's gratitude for the goodness and lessons in life values that were instilled by his adoptive parents.

b. *Ethical reasoning about the consequences of Shere Khan's revenge against Mowgli*

The conflict has arisen between Mowgli and Shera since Mowgli was a baby. Old grudges make Sheer Khan dislike the human activity reaching the jungle. It all started when a group of people made a very tiring journey and made them decide to rest in a cave in the forest. A few moments later, Sheer Khan came to the cave and provoked the fear of humans who were resting in it. Fighting between humans and tigers Sheer Khan was inevitable. The quotation is taken in the paragraph below.

Faugh! Are there not enough beetles and frogs in the tanks that he must eat Man, and on our ground too! || The Law of the Jungle, which never orders anything without a reason, forbids every beast to eat Man except when he is killing to show his children how to kill, and then he must hunt outside the hunting grounds of his pack or tribe.

(Kipling, 2000, p. 6).

The incident caused Sheer Khan to hate the existence of humans entering the territories. Knowing Mowgli's presence in the forest under the defense of a pack of wolves has made Sheer Khan very mad. Sheer Khan continues to try to kidnap and kill Mowgli from the group of wolves who guard and protect him. Basically hatred has disruptive consequences for others like Shere Khan did that makes his life haunted by worries, anger and anxiety and always wants to destroy others. Revenge behavior like this has the potential to destroy life and make it always uneasy.

3). Moral Imagination

Moral imagination is the ability to see imaginatively the various scenarios for response in a specific situation and to design required assistance and damage that may occur from such circumstances. Moral imagination refers to the fusion of logical and emotional processes that lead to the imagination. Moral imagination in the novel *The Jungle Book* is a form of Mowgli's actions as the main character who feels an important part of the jungle family so that despite the threat coming from Shere Khan, he still does not budge leaving the forest. The story can be seen in the data below.

a. Moral imagination is reflected in Mowgli's love of the forest and

everything in it. Mowgli has been accustomed to living with the jungle community for 10 years. Mowgli is at home with friends who always accompany and defend him in the joys and sorrows of the jungle. Mowgli felt he was an inseparable part of the jungle that had forged him into a brave person with all the knowledge of the ins and outs of the jungle. The quotation taken in the paragraph below.

And what is a man that he should not run with his brothers?" said Mowgli. I was born in the jungle. I have obeyed the Law of the Jungle, and there is no wolf of ours from whose paws I have not pulled a thorn. Surely they are my brothers!

(Kipling, 2000, p. 14).

b. Moral imagination is told when Mowgli feels like a member of the wolf family. Wolf Mowgli thought like he was a young wolf born and raised in the forest. Since his parents gave up, he was raised by a group of wolves, making him forget that he was just a human child. He felt like a member of the wolf family. Mowgli's imagination made him hope as an important part of the life of the jungle. This caused internal conflict within Mowgli. The quotation is below.

But though a young wolf would have remembered that advice every hour, Mowgli forgot it because he was only a boy. Bagheera, who had eyes and ears everywhere, knew something of this, and once or twice he told Mowgli in so many words 30 that Sheer Khan would kill him some day. Mowgli would laugh and answer: I have the Pack and I have thee; and Baloo, though he is

so lazy, might strike a blow or two for my sake. Why should I be afraid?

(Kipling, 2000, p. 13).

It is clear from the explanation above that Mowgli's internal conflict has had an impact on his life. Feeling he's a wolf, Mowgli felt no need to leave the forest, confirming the threat of Sheer Khan, who wanted to kill him.

- c. Moral imagination is seen in the ability of Mowgli and his friends to survive in conflict. From the beginning, Buldeo only looked down at Mowgli and was finally awakened by Mowgli's force. Besides Buldeo and other villagers, Mowgli thanked Mowgli for killing Sheer Khan, who often ate people, but they were afraid of Mowgli, who was thought to rule animals in the forest. The quotation is taken in the paragraph below.

The herd rounded up in the misty twilight, and when they got near the village Mowgli saw lights, and heard the conches and bells in the temple blowing and banging. Half the village seemed to be waiting for him by the gate. That is because I have killed Sheer Khan, he said to himself. But a shower of stones whistled about his ears, and the villagers shouted: Sorcerer! Wolf's brat! Jungle demon! Go away!...The old Tower musket went off with a bang, and a young buffalo bellowed in pain

(Kipling, 2000, p. 59-60).

The story above illustrates the reflection of moral imagination on the character of Mowgli and the pack of wolves who consider one and the other as part of a family that cannot be eradicated. The sacrifice and resistance against Sheer Khan and other disturbances made Mowgli have the moral imagination to defend himself and defend his friends in the jungle as a form of solidarity.

The Relevance of Moral Literacy to Literature Reading Ability in the EFL

Kipling leads the reader to a fantasy story about Mowgli, lost in the jungle of India and adopted into the wolf family. Mowgli was raised to obey the laws of the jungle and uphold loyalty. Regular adventures with friends and enemies among the Jungle People, Cobras, panther, bear, and tiger sharpen Mowgli's strength and intelligence and hone the imagination of the novel's readers. By showing Mowgli in the world of wild animals 'world of wild animals' which is often considered dangerous by others. He actually dismissed the stigma by making friends and living in harmony with the jungle community. Kipling through his novel invites readers to adventure in the jungle and teach readers 'learn to behave and act' and 'learn who can be trusted' as an effort to defend themselves.

Some important characters, such as Mowgli, Father Wolf, Mother Wolf, Hathi, and Bagheera, represented courageous attitudes. Their heroism is presented in the form of security, defense, and gratitude. Ethical sensitivity, ethical reasoning, and moral imagination are clearly illustrated in the novel so that this novel is worthy of being an EFL learning material that is rich in moral values.

CONCLUSION

Rudyard Kipling' novel *The Jungle Book* is not only as educational entertainment but contains moral literacy that deserves English learning material that is not only rich in linguistic content, literary content but also moral content. EFL learning through literature as both a material and a moral developer is

supposed to make students more literate towards morality by paying attention to the three basic components of moral literacy, namely ethical awareness, ethical reasoning and moral imagination. Thus EFL learning with literary material must continue to be implemented as an effort to develop character and language skills.

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