

## MORAL EXCELLENCE IN *PETER PAN* AND *THUMBELINA*

Anindita Aisyah Putri  
English Literature

[Anindita.aisyah.putri@gmail.com](mailto:Anindita.aisyah.putri@gmail.com)

### Abstract

In this thesis, the researcher discussed a short stories from J.M Barrie entitled *Peter Pan* and from Hans Christian Andersen entitled *Thumbelina*. The aim of this research is to identify the moral excellences from actions and narrations in these short stories. This thesis focused on the whole of the story and characters. The data obtained through exploring some dialogue, narrations, events, and actions in the story that are correlated with the factors of the moral excellences. Structural approach is use to identified the problems. The theory applied by the writer in this research is the actantial diagram and moral excellences. The writer implemented actantial diagram to know the actions, setting, plot and events. This idea is based on the theory of A.J Greimas. Moral excellences according to Aristotle contains six types of moral excellences, there are the strong willed, voluntary and involuntary action, deliberate choice, generosity, the weak willed (Incontinence), and friendship. As the result, the researcher found the moral excellences in two characters in every story that the writer chose. For *Peter Pan* short story, the first character is Peter Pan, he belonged to *deliberate choice*. The second character is Wendy, she belonged to *friendship for pleasure* and *deliberate choice*. For *Thumbelina* story, the first character is Thumbelina, she belonged to *a strong willed* and *a weak willed*. For the second character is a little bird, he belonged to *generosity* and *deliberate choice*.

**Key words:** Peter Pan, Thumbelina, actantial diagram, moral excellence

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### INTRODUCTION

Excellence is a quality that makes an individual a good person of its kind (Rohman et al., 2020), (Karnawan et al., 2020), (Wahyono et al., 2021). For example, people can know the excellence of an axe if they are able to cut wood. An excellence is where someone can operates well or fulfills its actions (Wahyono et al., 2021), (Sani et al., 2012), (Hidayati et al., 2020), (Wahyudi et al., 2021). According to lines above, excellences as the main definition of someone's character (Mertania & Amelia, 2020), (Amelia & Dintasi, 2019), (Nababan & Nurmaily, 2021), (Syambas et al., 2018). Aristotle states that good moral character as "human excellence" or an "excellence of soul". It means moral excellence or moral virtue can be describes by looking an action of someone's character. (Nicomachean Ethics I: 13).

Aristotle's statement for the excellences of character is "virtue of character" and sometimes translated as "moral virtue." Moral virtue or excellence is concerned with pleasure and pain (Suryono et al., 2019). It is pleasure that moves us to do what is basic, and pain that moves us hold to do what is noble (Damayanti et al., 2019), (Yulianti & Sulistyawati, 2021), (Putra et al., 2022). Good moral judgment is not merely skill in some process of moral judgement and the perform outwardly good actions; the virtuous man must take pleasure in virtue, choosing it for its own sake. Aristotle stated that the man who does not rejoice in noble actions is not even good; since no one would call a man just who did not enjoy acting justly. For moral excellence is concerned with pleasures and pains; it is because of the pleasure that we do bad things, and because of the pain that we abstain from noble ones. The excellences of a characters are the right to act and feel in certain ways. To describe

moral excellence of a character from literary work, the writer needs to know the actions in a story.

By looking at the actions and words of a character, we can decide a moral excellence of the characters. Aristotle tells that there are two different kinds of human excellences; intellectual and moral, intellectual virtue in the main owes both its birth and its growth to teaching (for which reason it requires experience and time), while moral virtue comes about as a result of habit, where also its name (ethike) is one that is from the word ethos (habit). (Nicomachean Ethics II:1). Someone of good moral excellence will decide with regularity and reliability what actions are appropriate and reasonable in some situations. An appropriate and reasonable actions means someone that have an ability to make decisions and take action in some situations that acceptable by society.

Based on the elaboration above, it is also explain that there is no moral virtues appear in our nature; because anything that exists by nature can form us a habit that probably contradict to its nature. For example the stone which by nature moves downwards cannot be habituated to move upwards, not even if someone tries to throwing it up ten thousand times; or a smoke that definitely move upwards cannot be habituated move downwards, nor anything else that by nature behaves in one way be trained to behave in another way. Neither by nature, then, nor contradict to nature do the virtues in us; rather we are adapted by nature to receive them, and are made perfect by habit. (Nicomachean Ethics II:1). Therefore, in order to capture the moral excellences in characters from stories, researchers need to understand the structure from the character's actions. Therefore, for this research the writer use structuralism approach.

Structuralism approach is fundamentally a way of thinking about the world which is predominantly concerned with the perception and description of structures (Kardiansyah & Salam, 2021), (Fitri et al., 2019). According to A.J Greimas, to define structure of a character, we need to use actantial diagram that have six components; subject-object, sender-receiver, and helper-opponent (Nani & Safitri, 2021), (Nurjaman et al., 2019). Structuralism offers a way of talking about the world, and especially about some things that have always been difficult to talk about.

In other words, the writer needs to know the structure of the actions and dialogue of a characters and find the moral excellence. By looking the structure of someone's action, the writer can decide what moral excellence of someone in the story. In this research, the writer choses two short stories: *Peter Pan* by *J.M Barrie* in 1911 and *Thumbelina* by *Hans Christian Andersen* in 1835.

Peter Pan is a fictional character created by Scottish novelist and playwright J. M. Barrie. The character debuted in a 1904 play, *Peter Pan, or The Boy Who Wouldn't Grow Up*. That play was expanded and published as a short story for kids in 1911 where the title changed three times with future editions: *Peter and Wendy*, then *Peter Pan and Wendy*, and finally the title that stuck, *Peter Pan*. This story is also adapted into a movie. Disney movie provides wonderful enduring characters to remember. A free spirited young boy who can fly and never grows up, Peter Pan spends his never-ending childhood having adventures on the mythical island of Neverland. Peter is the leader of the Lost Boys, interacting with fairies, pirates, mermaids, Native Americans, and occasionally ordinary children from the world outside Neverland.

Neverland is a fictional location featured in the works of J. M. Barrie. It is an imaginary faraway place, where Peter Pan, Tinker Bell, the Lost Boys and other mythical creatures that are alive. Although not all people who come to Neverland stop growing up, its best known as a place that famously refused to grow up. Although that place known to hold people from “growing up” from kids to adult, it is implied with Captain Hooks pirate crews and the Red Indians that adults are exist in this place. More longer people stays in Neverland make the harder for them to remember their former life until they really forget about their past completely. An example of this case is when Michael begins to forget what his parents was like. This convinces Wendy that she and her brothers have to go home.

Meanwhile, another short story entitled *Thumbelina* is a literary works written by Danish author Hans Christian Andersen first published by C. A. Reitzel on 16 December 1835 in Copenhagen, Denmark. The classic story by Hans Christian Andersen retold with simple text to help beginner readers develop reading stamina. Thumbelina is pretty and kind – and as tiny as a thumb. Flowers tower above her and birds can carry her on their backs. When she’s abandoned in the outside world, she faces big adventures indeed. *Thumbelina* is a tiny girl and her adventures are told altogether with appearance- and marriage-minded toads, moles, and cockchafers. She successfully avoids their intentions before falling in love with a flower-fairy prince just her size. *Thumbelina* is chiefly Andersen's invention, though he was inspired by tales of miniature people such as Tom Thumb. *Tom Thumb* is recognized as being the original “small people” and a character of English folklore story. *Thumbelina* in the end, gets her prize and happy ending life. In its most challenging times, Thumbelina does not surrender, her kindness, honesty, and optimism prevailed. As the reader, we should look at Thumbelina and overcome all the problems, to be happy in our life.

Based on the elaboration above, the researcher would like to describe moral excellence in the short story since the stories provide significant insight for young readers. This research contributes to the young readers to inform them about what is moral excellence that they can get from a character in a children’s stories especially *Peter Pan* and *Thumbelina*. Children’s stories are literary work written by the author to entertain kids and teach them what are the right and the wrong thing, also stimulate their imagination of the thing that impossible to happen in life. Meanwhile, this research is useful to young children, adults or older readers to understand the structure of the character’s actions from the story and know what makes moral excellence of characters is important for the readers.

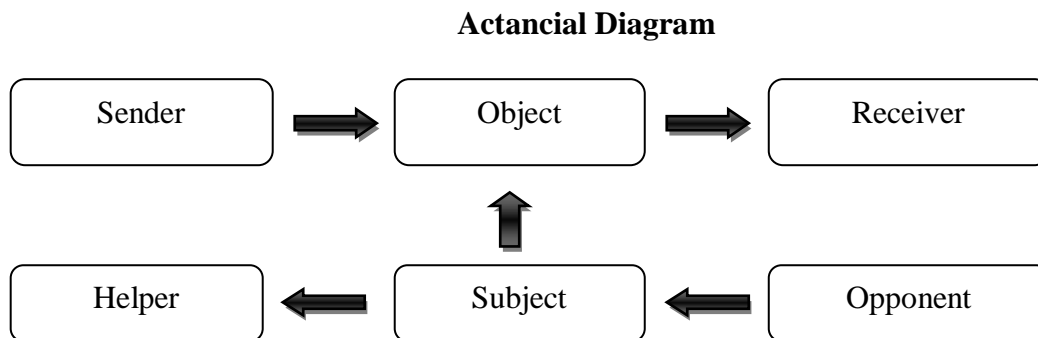
Therefore, moral excellence itself is important to the researcher because in literary work, the author will teach the readers something good from a characters or the story, so the writer wants to discusses this research. Meanwhile, the use of actancial diagram will be useful to explain with accurately, carefully, and in detail the relation of all literary work’s elements and aspects that produce all the meaning.

## LITERATURE REVIEW

### Actantial Diagram

There are many theories and experts in structuralism that have similar discussion on actantial diagram, but for definition is different. This research uses Algridas Julien Grimas’s actantial diagram. Greimas states ‘actant’ is the doer or a character in a story. But the doer is not always as a character because based on Zaimar (2002: 23) the understanding of actant is not the same as the understanding of the character. A.J Greimas develops actant

theory as a model approach to the plot and used to investigate the actions of the characters, following an obsession and motivation, which represent the main event in the plot. Theoretically, actant diagram is a tool that could be use to analyze several real actions.



Based on Greimas, the actant diagram have six components or actants. Six of the components iclude: Sender, Helper, Subject, Object, Opponent and Receiver.

### **Subject**

*Subject* is who undertakes the main action (Dedi Darwis et al., 2020), (Program & Pendidikan, 2021). Subject is someone or something that want to get the *object* because driven by the *sender* (Suprayogi & Novanti, 2021). After that the *subject* have a right to get an *object* (Puspita et al., 2021), (Choirunnisa & Sari, 2021). To get the *Object*, the question is: *Who gets the duty to look for the object or who can get the object?*. For example, The Prince who looking for the princess to marry.

### **Object**

*Object* is something or someone that what *subject* wants and *object* is something that is desired by the *sender* (Gulö, 2018), (Jobli et al., 2011), (Eva Tuckyta et al., 2021). To determine the *Object*, the question is: *What doues the sender wants and searches?*. For example, The princess that The Prince wants to become his wife.

### **Sender**

*Sender* is a desire from the *subject* to get the *object* (Series, 2021), (Dedi Darwis & Junaidi, 2019). Someting that driven the *subject* to looking for the *object* (Sanger et al., 2021). The question for getting this actant is: *Who has the intention to obtain the desired of the object?*. For example, the loneliness of The Prince so he wants to fill the empty space of his heart by marry the woman to become his wife or because The king (his father) ask him to looking for a wife.

### **Helper**

*Helper* is something or someone that help the *subject* to get the *object* (Block & Mead, 2003), (Hosseinzade et al., 2019). The question is: *Who would simplify the task of the subject to get the object?*. For example, the horse that accompany and deliver The Prince everywhere in order to find the woman who worth it to be his wife.

### **Opponent**

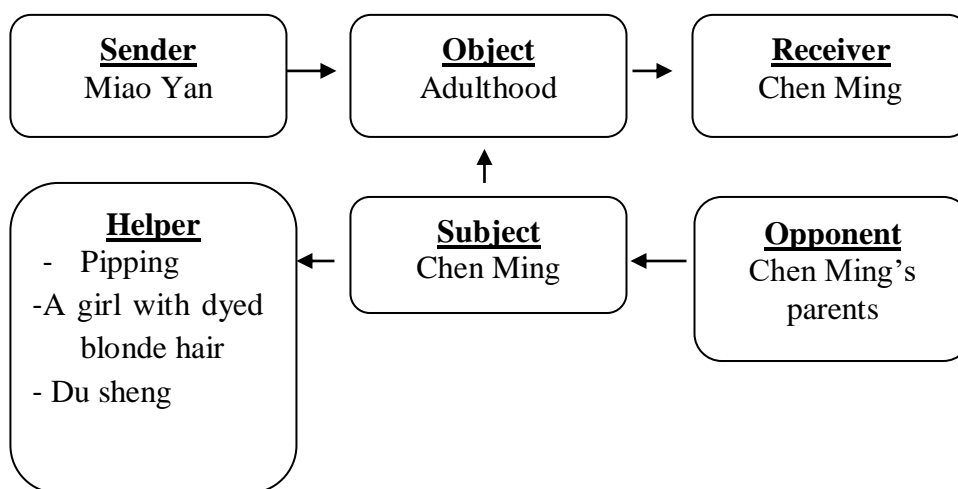
*Opponent* is something or someone that blocking or prevent the *subject* to get an *object* (Berman et al., 2002). The question is: *Who would hinder attainment of the object?*. For

example, the witch or other creatures that block The Prince on his journey to find the *object*.

**Receiver**

*Receiver* is someone or something that get satisfied because they received an *object* that *subject* wants (Robertson, 2020), (D. Darwis et al., 2021). The question is: *Who receives the object?*. For example, The Prince successfully find the woman and marry her so she become the princess. He is very happy because he get the *object* that he wants.

The researcher gives the examples from the last previous study; “*A Character Analysis on Fan Wu’s Novel “February Flowers based on Greimas’s structural theory”*”to make the reader get easier to understand. It can be seen in the actantial diagram and table below:



No	Subject	Data
1	Chen Ming	Chen Ming is major character as the subject because she is the character that has desire which is adulthood and this novel is telling about her efforts to get what she wants.
2	<b>Object</b>	<b>Data</b>
	Adulthood	'Make love to me,' I demanded.'I want to make love to a man. I want grow up'. At the window, Du Sheng buried his face in the curtains. I continued (Fan Wu, 2006; pg 224)
3	<b>Sender</b>	<b>Data</b>
	Become a woman like Miao Yan	'I want to become a woman, a real woman like Miao Yan. Make love to me and make me a woman" (Fan Wu, 2006; pg 224)
4	<b>Helper</b>	<b>Data</b>
	Piping	“Before his lips touched mine, my heart was beating so madly that I thought it was going to jump out of my chest... I like a candle and burning from both ends and I was melting quickly, melting into patch a liquid wax.” ( Fan Wu, 2006; pg118) -A man and a woman would have to sleep

		together to pregnant... two question I had never thought about before came to me. Why would sleeping together result in pregnancy? What do man and a woman do when they sleep together? Making love means... after that you won't virgin anymore. I've learned all of this from magazines (Fan Wu, 2006; pg 119).
	A girl with dyed blonde hair	"It's not a place for you good girls, after a big yawn, she began to smoke. 'Give me a cigarette' I demanded. 'Are you sure?'. I nodded hard, though it was the first time I had smoked, I inhaled and exhaled like chain smoker". (Fan Wu, 2006; pg 165).
	Du Sheng	"So tomorrow you'll wake up as an adult. We should celebrate tonight. Tell me what's your number one wish? I promise I'll do whatever you want tonight... I want to dance, the dancing for adult... good idea." (Fan Wu, 2006; pg 216).
5	<b>Opponent</b>	<b>Data</b>
	Chen Ming's Parents	"in a quite a few letters my father warned me not to be distracted by what he called 'unhealthy ideologies among college students', which include smoking, drinking alcohol and dating." (Fan Wu, 2006; pg 37).
6	<b>Receiver</b>	<b>Data</b>
	Chen Ming	"Every girl will become a woman sooner or later...do you have cigarettes with you?"... She inserted a cigarette between my lips and struck the lighter" (Fan Wu, 2006; pg 80).

### Moral Excellence

Moral excellence comes about as a result of habit (Aguss, 2021), (Wantoro et al., 2020), (Ahluwalia, 2020). There is some end of the things we do, which we desire for our own sake, and if we do not choose everything for the sake of something else (because the process would go on infinity, so our desire would be empty and vain) (Rossi et al., 2018).

Every activity has a final result, the good and its aims, and there must be a highest good in all of the aims of human activity. (*Nicomachean Ethics I.2*) Aristotle applies the same patient, careful, descriptive approach to his statement in the *Nicomachean Ethics* book. He discussed the conditions under which moral responsibility can be said as the nature of the virtues and excellences and the methods of achieve the goals in human life. The central issue for Aristotle is about character or personality.

### The Strong Willed

"The good" or best good is that which is desired for its own sake and for the sake which we desire all other ends or goods. This type of character means a character feel pleasure in what they do and what kind of person to be and acts correctly. They brings themselves to do it, do the action carefully and appropriately. The principle of actions and the cause of all

good things is called happiness. It is thus worthy of honor. (Nic. Ethics I: 10) Happiness is among the things that are prized and perfect. It seems to be so also from the fact that it is a first principle; because it is for the sake of what we all do. (Nic. Ethics I: 12) For example, someone who feels pleasure for helping people by their effort to let people they help pass the obstacles.

### **Voluntary and Involuntary Action**

Because ethics is a practical rather than a theoretical science, Aristotle also consider to the aspects of human nature that involved in acting and accepting moral responsibility (Berman et al., 2002). Responsible action must be undertaken voluntarily, on Aristotle's view, and human actions are involuntary under two distinct conditions: (Nic. Ethics III: 1)

First, actions that are produced by some external force (or, perhaps, under an extreme duress from outside) are taken involuntarily, and the person is not responsible for them. For example, if someone grabs our arm and uses it to hit a third person, we cannot reasonably be blamed (or praised) morally for what our arm has done. Thus, when we act involuntarily, we do so with pain and regret.

Second, actions performed out because ignorance or involuntary. For example, if we accidentally step on someone's foot when we are walking, then again we cannot be responsible for attack that person. Aristotle state that ignorance as the exception because is lack of awareness of some things. The kind of ignorance that makes an act involuntary relates to the particular circumstances of the action. We know what we are aiming at (we are not ignorant of the end, for example "to get comfortable"), and we can know relevant general truths (people have feet). But we do not know the particular circumstances of the action, for example, what we are actually doing (stepping on someone's foot), what its consequences will be, what tools we are using to act with, how (in what manner) we are acting. For instance, we might think we are very helping, when we are actually annoying. (Nic. Ethics III: 1)

### **Deliberate Choice**

The character must "choose the acts". The action must be voluntary and be chosen for the aim of goodness. The character should be aware of their actions and does appropriate thing. We rationally choose to do what we have judged to be right as the result of deliberation. Everything we choose to do is voluntary, but not everything voluntary is chosen. For instance, spontaneous actions and the actions of young children and animals are voluntary, but not chosen in the sense intended here. There a several definitions of *deliberate choice*:

1. It is not a 'wish', since people can wish for what is impossible and things they can do nothing about, but choice relates to what they can actually do. What they wish for is also the end they are aiming at. What they choose are the means to get there.
2. It is not a kind of opinion – opinions are true or false, but choices are good or bad.
3. Instead, choice relates to voluntary action, where this is done on the basis of deliberation.

We do not deliberate about what we can not change. We only deliberate about things that we can change. In fact, we only deliberate when we need to act differently on different occasions. We do not deliberate about how to make a cup of tea, we just get on and do it.

So deliberation is a kind of reasoned thought about what we can change by our efforts, where we need to act differently on different occasions.

## METHOD

Research methods are the techniques we use to do research. They represent the tools of the trade, and provide us the ways to collect data, sort and analyse information so we can come to some conclusions (Nicholas Walliman: 2011). In conducting the research, the writer will need several methods and devices to collect and analyze the data. The writer provides four components in method of research. They are research design, data and data source, data collecting technique, and data analyzing technique to figure it out moral excellences of characters in the short stories: *Peter Pan* by *J.M Barrie* and *Thumbelina* by *Hans Christian Andersen*.

This part explains about research design used in this study, and the consideration of applying research design (Lazuardi & Sukoco, 2019). Research design can be defined as all of the researcher's plan and strategy, articulates what data is required, what methods are going to be used to collect and analyze the data, and how all of this is going to answer the research question. Ary et al (2010) stated that research design is the researcher's plan of how to proceed to gain an understanding of some groups or some phenomenon's in its natural setting. The researcher will develop the data in detail to collect the data with Actantial Diagram and Moral Excellence theory. In addition, this research will collect data from the short stories *Peter Pan* by *J.M Barrie* and *Thumbelina* by *Hans Christian Andersen*.

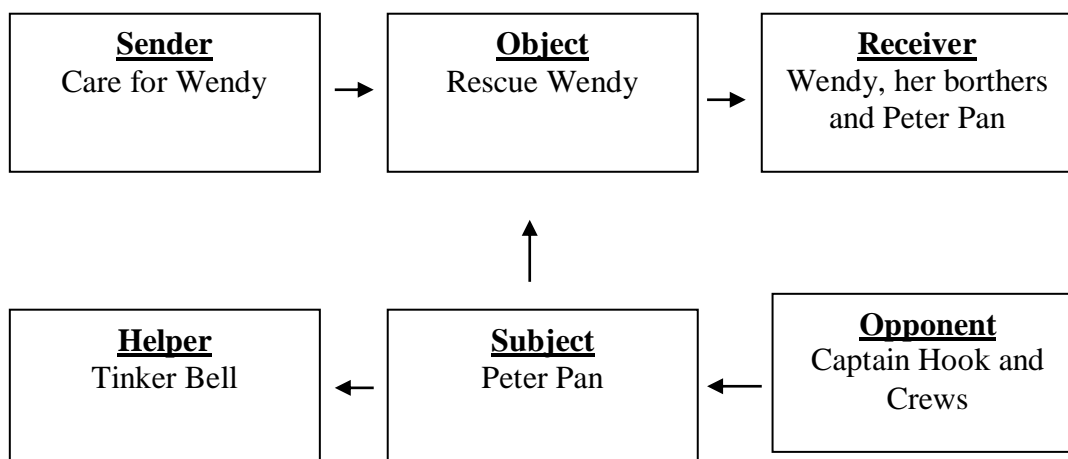
## RESULTS AND DISCUSSION

### Actantial Diagram Analysis

Actantial diagram is a device that can theoretically be used to analyze any real of actions, but practically it is depicted in literary text or images . Actantial diagram helps the writer to find out the character function through dialogue, actions, plot, setting and event. Additionally the actantial diagram is used to make easier to know the whole of the story, because it is important to find out moral excellences. The writer will describe two characters in every story. For *PeterPan*, the writer choose *Peter Pan* and *Wendy* character. For *Thumbelina*, the writer choose *Thumbelina* and *A little Bird* character. To prove the theory above, the writer uses actantial diagram below:

### Peter Pan

In the first diagram, the writer shows and explains *Peter Pan's* action:





By looking at the diagram above, it can be seen the *Subject* is *Peter Pan*, the *Object* is *rescue Wendy*, the *Sender* is *care for Wendy*, the *Helper* is *Tinker Bell*, the *Opponent* is *Captain Hook and the Crews*, and the last the *Receivers* are *Wendy, her brothers and Peter Pan*.

To make the readers easier to understand, the writer presents actant diagram in the table format:

1	Subject	Data
	PeterPan	"And now to rescue Wendy!" The moon was riding in a cloudy heaven when Peter rose from his tree, begirt [belted] with weapons and wearing little else, to set out upon his perilous quest. (Barry, J.M, 1911: 104)
2	Object	Data
	Rescue Wendy	"I'll rescue her!" he cried, leaping at his weapons. As he leapt he thought of something he could do to please her. He could take his medicine. (Barry, J.M, 1911: 102)
3	Sender	Data
	Care for Wendy	Peter's heart bobbed up and down as he listened. Wendy bound, and on the pirate ship; she who loved everything to be just so! (Barry, J.M, 1911: 102)
4	Opponent	Data
	Captain Hook	Lest he should be taken alive, Hook always carried about his person a dreadful drug, blended by himself of all the deathdealing rings that had come into his possession. These he had boiled down into a yellow liquid quite unknown to science, which was probably the most virulent poison in existence. Five drops of this he now added to Peter's cup. His hand shook, but it was in exultation rather than in shame. As he did it he avoided glancing at the sleeper, but not lest pity should unnerve him; merely to avoid spilling. (Barry, J.M, 1911: 102)
5	Helper	Data
	Tinker Bell	He raised the cup. No time for words now; time for deeds; and with one of her lightning movements Tink got between his lips and the draught, and drained it to the dregs. "Why, Tink, how dare you drink my medicine?" But she did not answer. Already she was reeling in the air. "What is the matter with you?" cried Peter, suddenly afraid. "It was poisoned, Peter," she told him softly; "and now I am going to be dead." "O Tink, did you drink it to save me?" "Yes." "But why, Tink?" Her wings would scarcely carry her now, but in reply she alighted on his shoulder and gave his nose a loving bite.

		She whispered in his ear "You silly ass," and then, tottering to her chamber, lay down on the bed. (Barry, J.M, 1911: 103)
<b>6</b>	<b>Receiver</b>	<b>Data</b>
	Wendy, Michael, and John	"Mother!" Wendy cried. "That's Wendy," she said, but still she was sure it was the dream. "Mother!" "That's John," she said. "Mother!" cried Michael. He knew her now. "That's Michael," she said, and she stretched out her arms for the three little selfish children they would never envelop again. Yes, they did, they went round Wendy and John and Michael, who had slipped out of bed and run to her. (Barry, J.M, 1911: 129)
	PeterPan	As for Peter, he saw Wendy once again before he flew away. He did not exactly come to the window, but he brushed against it in passing so that she could open it if she liked and call to him. That is what she did. "Hullo, Wendy, good-bye," he said. "Oh dear, are you going away?" "Yes." (Barry, J.M, 1911: 131)

Based on the table above, the writer explains the data of each actant. The *Subject* is Peter Pan. Peter Pan is the *subject* because he has the *object* that he must get. He wants to rescue Wendy.

In this case, the writer places "rescue Wendy" as the *object* of the story, because Wendy is kidnapped by the pirates and Peter will come to the ship and safe her, it can be seen on the quotation below:

*"I'll rescue her!" he cried, leaping at his weapons. As he leapt he thought of something he could do to please her. He could take his medicine. (Barry, J.M, 1911: 102)*

The *Sender* is Peter Pancare for Wendy. In the story, Wendy is acting as a mother to Peter and The lost boys and tell them stories. When Wendy realizes that she and her brothers forget about their family, she wants to back home and bring The lost boys with her too. On the way home, Wendy, her brothers, and The lost boys is surrounding by the pirates and Hook take them to the ship. Tink who sees everything that happens, directly runs to Peter and tells him. When Peter listens to what Tink said about Wendy, Peter really worries and his heart bobbes up and down.

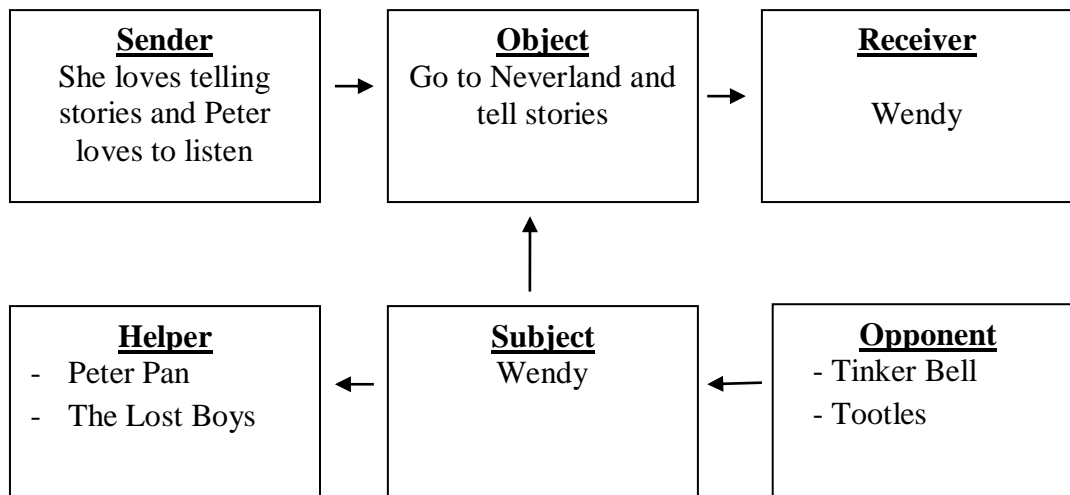
### **Moral Excellence of Peter Pan**

By looking at the actant and the table above, we can see moral excellence on Peter Pan's actions in the story. He wants to rescue Wendy even if he is angry because she leaves him. Wendy leaves Peter because she realize that she forget about her parents, so she ask her brothers to come home and she ask Peter Pan and The last boys too.

Based on the explanation above, Peter wants to rescue Wendy because he cares about Wendy and loves her. In this story, Peter forgets his anger and he chooses to rescue Wendy no matter what, releases her from Captain hook so she can go home with her brothers and the lost boys. On Aristotle statement in *Nicomachean Ethics* book III: 3, this action is belongs to “*Deliberate Choice*”. The understanding of *deliberate choice* is *choose the act*, the action must be voluntary and be chosen for the aim of goodness. It means that a character should choose what the actions they will do to achieve the aim of life.

## Wendy

The second actantial diagram shows and explains Wendy’s action:



<b>1</b>	<b>Subject</b>	<b>Data</b>
	Wendy	"You see, I don't know any stories. None of the lost boys knows any story." Peter said. "How perfectly awful," Wendy said. (Barry, J.M, 1911: 27)
<b>2</b>	<b>Object</b>	<b>Data</b>
	Tell stories	"Oh, the stories I could tell to the boys!" she cried, and then Peter gripped her and began to draw her toward the window. (Barry, J.M, 1911: 27)
<b>3</b>	<b>Sender</b>	<b>Data</b>
	She loves telling a story and Peter loves to listened	"Where are you going?" she cried with misgiving. "To tell the other boys." "Don't go Peter," she entreated, "I know such lots of stories." (Barry, J.M, 1911: 27)
<b>4</b>	<b>Helper</b>	<b>Data</b>
	Peter Pan	"Wendy, do come with me and tell the other boys." Of course she was very pleased to be asked, but she said, "Oh dear, I can't. Think of mummy! Besides, I

		can't fly." "I'll teach you." "Oh, how lovely to fly." (Barry, J.M, 1911: 27)
	The Lost Boys	"Ay, she will die," Slightly admitted, "but there is no way out." "Yes, there is," cried Peter. "Let us build a little house round her." " They were all delighted. "Quick," he ordered them, "bring me each of you the best of what we have. Gut our house. Be sharp." (Barry, J.M, 1911: 54)
5	<b>Opponent</b>	<b>Data</b>
	Tinker Bell	Presently Wendy took the hat, because John said it struck against his knee as he flew; and this, as we shall see, led to mischief, for Tinker Bell hated to be under an obligation to Wendy. (Barry, J.M, 1911:38)  Wendy was now almost overhead, and they could hear her plaintive cry. But more distinct came the shrill voice of Tinker Bell. The jealous fairy had now cast off all disguise of friendship, and was darting at her victim from every direction, pinching savagely each time she touched. "Hullo, Tink," cried the wondering boys. Tink's reply rang out: "Peter wants you to shoot the Wendy." It was not in their nature to question when Peter ordered. "Let us do what Peter wishes!" cried the simple boys. "Quick, bows and arrows!" (Barry, J.M, 1911:50)
	Tootles	All but Tootles popped down their trees. He had a bow and arrow with him, and Tink noted it, and rubbed her little hands. "Quick, Tootles, quick," she screamed. "Peter will be so pleased." " Tootles excitedly fitted the arrow to his bow. "Out of the way, Tink," he shouted, and then he fired, and Wendy fluttered to the ground with an arrow in her breast. (Barry, J.M, 1911:50)
6	<b>Receiver</b>	<b>Data</b>
	Wendy	"Very well," she said, "I will do my best. Come inside at once, you naughty children; I am sure your feet are damp. And before I put you to bed I have just time to finish the story of Cinderella." (Barry, J.M, 1911: 58)

Based on the table above, the writer explains the data of each actant. In the first quotation, the *Subject* is Wendy. It explains Wendy as the *subject*, she feel awful to Peter and The Lost Boys because they do not know any story.

In this case, the writer places "go to *Neverland and tell stories*" as the *Object* because when Peter wants to go back to *Neverland*, Wendy stops him and wants to follow Peter to

tell stories to Peter and The lost boys. Every night before sleep, Wendy always tells stories to her brothers. She knows a lot of story from her dreams. It can be seen on the narration below:

*While she slept she had a dream. She dreamt that the Neverland had come too near and that a strange boy had broken through from it. He did not alarm her, for she thought she had seen him before in the faces of many women who have no children. Perhaps he is to be found in the faces of some mothers also. (Barry, J.M, 1911: 10)*

The *Sender* is *she* loves telling a story and Peter loves to listen. She always tells many story to her brothers. She feels pity to Peter and The lost boys because they do not know any story and makes her wants to take care of them and tell stories since she know that they have no mother in Neverland to tell them stories.

The next actant is *Helper*. The writer places two *Helpers*, they are: *Peter* and *The Lost Boys*. The first *Helper* is *Peter*. Based on the quotation in the table above, because Wendy loves telling stories and Peter loves to listen stories so he ask her to follow him to Neverland to tell stories to him and The Lost Boys. Even, Peter teach Wendy and her brothers how to fly so they can go to Neverland.

The second *Helper* is *The Lost Boys*. It happened when Wendy wants to land in Neverland then at that time, Tootles shoot her with an arrow and makes her passed out, it because of Tinker Bell's command so Tootles shot her without thinking twice. Turns out that was a mistaken, The lost boys help and nurse Wendy and they build a little house for Wendy stay.

The next actant is *opponent*. The writer places two *opponents*, they are *Tinker Bell*, and *Tootles*. The first *opponent* is *pirates*. The first *opponent* is *Tinker Bell*. She hates Wendy because Wendy close with Peter Pan, she feel really jealous when Wendy try to give a kiss to Peter and also she does not like Wendy because Wendy follow Peter to Neverland. When Wendy wants to land, Tinker whispered to the lost boys to kill Wendy pretend that was a Peter's command.

*"Hullo, Tink," cried the wondering boys.  
Tink's reply rang out: "Peter wants you to shoot the Wendy."  
It was not in their nature to question when Peter ordered. (Barry, J.M, 1911: 50)*

The third *Opponent* is *Tootles*. On the first day Wendy land to Neverland, Tootles shoots Wendy with his arrow because of Tinker bell's command. He do that because Tinker bell's said it was a message from Peter. Tootles directly take his arrow and shoot Wendy. It was an ignorance because Tinker bell's hoax.

The last actant is *Receiver*. The writer places *Wendy* as the *Receiver* because the *Subject* successfully get the *Object*. In the story, Wendy got what she want, she loves tell stories and she can shares all her stories that she know and go to Neverland to tell Peter and The Lost Boys.

### **Moral excellence of Wendy**

By looking at the actants and table above, the writer can see Wendy's action in the story. Wendy knows such a lot of stories and Peter comes to her house to ask her finishes her story before. Wendy feels pleasure and tells the rest of her story before, Peter is very happy to listen and wants to go back to Neverland to tell The lost boys the rest of the story that Wendy just told, Wendy stop him and offers him that she is gonna tell stories to them. It can be seen in the quotation below:

"Where are you going?" she cried with misgiving.  
"To tell the other boys."  
"Don't go Peter," she entreated, "I know such lots of stories."  
(Barry, J. M: 27)

Based on the quotation above, the writer can see that Wendy wants to follow Peter to tell stories. After she goes to Neverland she can tell a lot of stories to The Lost Boys. It can be seen in the quotation below:

"Very well," she said, "I will do my best. Come inside at once, you naughty children; I am sure your feet are damp. And before I put you to bed I have just time to finish the story of Cinderella."  
(Barry, J.M, 1911: 58)

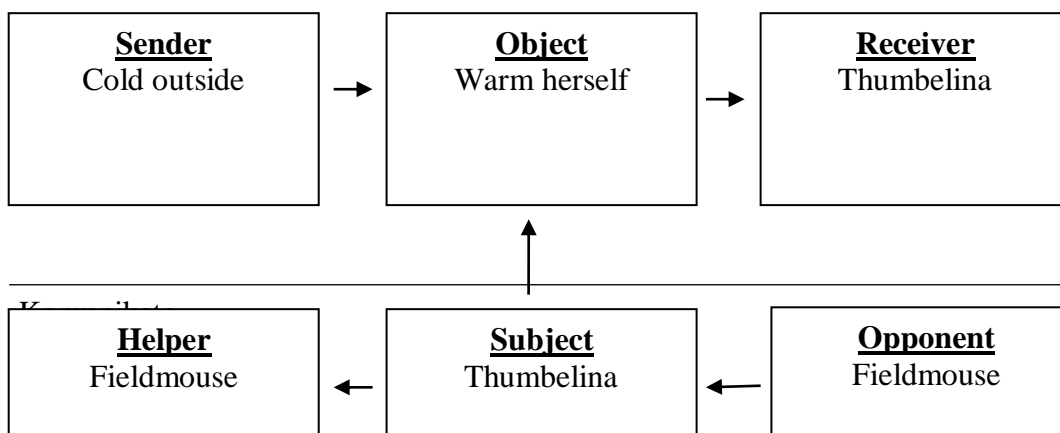
By looking the result of Wendy's action, the writer can see either Wendy or Peter Pan becomes friend for a reason. The reason is Wendy knows such a lot of stories and Peter wants to listen it. They became friends because they have common interest in an activity which they can do together. This type of moral excellence is belongs to *friendship for pleasure*. They feel pleasure in doing an activity together which is telling and listen stories. Therefore, Wendy also act as a mother to The lost boys, she taking care of them and tell stories. It can be seen on the quotation below:

"And we are your children," cried the twins. Then all went on their knees, and holding out their arms cried, "O Wendy lady, be our mother."  
"Ought I?" Wendy said, all shining. "Of course it's frightfully fascinating, but you see I am only a little girl. I have no real experience."  
"That doesn't matter," said Peter, as if he were the only person present who knew all about it, though he was really the one who knew least. "What we need is just a nice motherly person."  
"Oh dear!" Wendy said, "you see, I feel that is exactly what I am."  
"It is, it is," they all cried; "we saw it at once." (Barry, J.M, 1911: 58)

By looking on the quotation above, her action is voluntary and she choses to be their mother even she does not have any experience. This action is belongs to *Deliberate Choice* because she choses the action that she can do to makes people happy.

### Thumbelina

The first actantial diagram from Thumbelina shows and explains Thumbelina's action:



<b>1</b>	<b>Subject</b>	<b>Data</b>
	Thumbelina	Poor Thumbelina! She was like to be frozen to death! Then it began to snow, and every snowflake that fell on her was just as when anybody throws a whole shovelful on any of us—for we are big, and Thumbelina was only an inch high. (Andersen, 1835 : 5)
<b>2</b>	<b>Object</b>	<b>Data</b>
	Warm herself	So she wrapped herself up in a dead leaf, but there was no warmth in it, and she shivered with the cold. (Andersen, 1835 : 5)
<b>3</b>	<b>Sender</b>	<b>Data</b>
	Cold outside	Just outside the wood where she was now, lay a large cornfield, but the corn had long been off it, and only the bare dry stubble stuck out of the frozen ground. This was like a whole forest for her to get through, and oh! how she did shiver with cold! (Andersen, 1835 : 5)
<b>4</b>	<b>Helper</b>	<b>Data</b>
	Fieldmouse	"Poor little thing," said the Fieldmouse, who was at heart a kind old fieldmouse, "you come into my warm room and have dinner with me." And as she had taken a liking to Thumbelina she said: "You can stay the winter with me and welcome, only you'll have to keep my room nice and clean and tell me stories, for I'm very fond of them." And Thumbelina did as the kind old Fieldmouse asked, and had a very pleasant time of it. (Andersen, 1835 : 6)
<b>5</b>	<b>Opponent</b>	<b>Data</b>
	Fieldmouse	"In four weeks' time you shall be married," the Fieldmouse told her, but Thumbelina cried and said she wouldn't marry the tiresome Mole. "Rubbish," said the Fieldmouse, "don't be pigheaded or I'll bite you with my white teeth. It's a splendid husband you're getting. The queen herself hasn't the like of his black velvet coat; and a full kitchen and cellar he has, too! Just you thank your Maker for him." (Andersen, 1835 : 9)
<b>6</b>	<b>Receiver</b>	<b>Data</b>
	Thumbelina	She does not freezing anymore because she live in the fieldmouse's house during the winter.

Based on actantial diagram and table above, the writer can see that the *Subject* is Thumbelina because she does not have a place to live during the winter.

The writer places “*Warm herself*” as the *Object* because it was a long winter that came in that country, Thumbelina is outside in the middle of forest with her tiny body and nothing she can do to protect herself from all of the snows that falls. She freezing to death and wants to warm herself.

### **Moral excellence of Thumbelina**

By looking at the first and second actant and table above, the writer can see Thumbelina’s action in the story. Thumbelina is a kind person, because she help to clean ugly mole’s room and sing to him although Fieldmouse force her to marry him. It can be seen on the quotation below:

"In four weeks' time you shall be married," the Fieldmouse told her, but Thumbelina cried and said she wouldn't marry the tiresome Mole. "Rubbish," said the Fieldmouse, "don't be pigheaded or I'll bite you with my white teeth. It's a splendid husband you're getting. The queen herself hasn't the like of his black velvet coat; and a full kitchen and cellar he has, too! Just you thank your Maker for him." (Andersen, 1835 : 9)

She also has a friend that helped her once when she is kidnapped by a big mama toad. He is a little bird (swallow) who entertains her when she was sad, he sing to her and makes her happy. When winter is coming, all the birds are frozen and lay on the ground. To repay what a little bird did to her, she nurses him during the winter comes.

The result of Thumbelina’s action is the writer can see that Thumbelina is very kind to people who treat her bad and she also cares about a little bird because he saved her life before. She is very grateful and wants to help him too. She feels pleasure to what she did to taking care of a little bird, and a little bird very glad for it. This action is belongs to to *the strong willed*. This type of character means a character feel pleasure in what they do and what kind of person to be and acts correctly. She is very glad take care of a little bird and see him wakes up and can fly again. It makes Thumbelina can escape on the day of her wedding with an ugly mole because of a little bird’s help. It can be seen in the quotation below:

"Cold winter is coming," said the swallow. "I am going to fly far away to the warm countries, will you come with me? You can sit on my back, only tie yourself tight with your sash, and we'll fly far away from the ugly Mole and his dark home, far over the mountains to the warm countries where the sun shines fairer than here, and there is always summer and lovely flowers." (Andersen, 1835: 9)

Therefore, before Thumbelina can escape the wedding, she rejects a little bird to follow him out from fieldmouse’s house because she afraid it would be make a fieldmouse sad. Eventhough she really wants to follow a little bird, she choses to keep stay in fieldmouse’s house.

### **CONCLUSION**

The researcher has analyzed and explained the moral excellences in *Peter Pan* and *Thumbelina* based on theory of Aristotle and firstly analyze actantial diagram by A.J Greimas. Actantial diagram was applied in this analysis to find out the characters actionin



the story. After analyzing actantial diagram, the writer know the action of character, the writer find out moral excellences that exist in these short stories. This analysis uses the data from the narration and dialogue.

The researcher analyzed the action of two characters in both of stories by using actantial diagram. From *Peter Pan*, the researcher choses two characters, they are Peter Pan and Wendy. The other characters is from *Thumbelina*, the researcher choses Thumbelina and A little bird. From this analysis, the moral excellences can be found of each character.

After analyzed actantial diagram, the researcher found moral excellences in each character. For Peter Pan short story, first character is Peter Pan's moral excellence, he belongs to *deliberate action* because he care about Wendy and try to help Wendy from the Pirates. He chose to help Wendy to let her escape from the pirates even if he angry with her. The second character is Wendy, she belongs to *friendship for pleasure* because she and Peter became friends for a reason, Wendy loves telling stories and Peter loves to listen and for the second moral excellence of Wendy is she belongs to *deliberate choice* because she voluntarily herself and choose to be a mother for the lost boys.

For Thumbelina, first character is Thumbelina, she belongs to *the strong willed* because she feel pleasure on what she do which is taking care of a little bird until he wake up and fly again. For the second moral excellence of Thumbelina is she belongs to *the weak willed*. The second character is a little bird, he belongs to *generosity* because she give a good deeds for the right people who is Thumbelina. He feel pleasure without pain because being a virtous is a pleasant. For the second moral excellence, he belongs to *deliberate choice* because he voluntarily himself to involve to Thumbelina's life and choose to help her escape from an ugly mole. Basically, moral excellence is based on our perspective by looking an action of someone.

The researcher can conclude that moral excellence can be found in every genres of the story, because moral excellence is a result of habit from actions of someone that try to achieve their goals. This thesis prove that every character has moral excellence. It depends on how characters decided to do what kind of actions to achieve their golas in their life (Sari & Aminatun, 2021).

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