

## CHAPTER I

### INTRODUCTION

This chapter presents a general description of the research. The introduction consists of research background, statements of the problem, objectives of the research, significances of the research and definition key of terms.

#### **1.1 Research Background**

In the beginning of the development of literature, there were no terms in the category of literature, grown literature, young literature, and children's literature. We only know literature as general without categorization. These categories arise when the value of education is an indispensable element. Literally, the expansion of readers in the nineteenth century encouraged the growth of others in the public sector to read; children that start from class assignments to fun and learning goals. The term categorization develops and is known as genre, which usually refers to one of three classic forms of epic literature, drama, or poetry. This categorization is a bit confusing because epics appear in verses as well, but are not classified as poetry. In fact, this is a precursor to modern novels (eg, prose fiction) because of their structural features such as plot, character presentation, and narrative perspective. Although this old classification is still used, today's tendency is to abandon the term "epic" and introduce "prose", "fiction" or "fiction prose" to relatively young literary novels and short stories (Klarer, 1998, p. 3).

Literary works according to the function of '*Utile et dulce*', it can be made as a facility for sowing humanist and religious values in the history of human civilization. Thus literature can be intended for teaching, manuals, manuals or campaigns. Literature does not have certain rules for the subject matter raised, everything is free to depend on the author or even words to express their respective

expressions. Equally according to Ratna (2009) literary works are stories about human creation that can be used as a means of entertainment, learning, instruction, and contemplation of life.

Receive general literature as well as various types. One of them which is quite interesting is children's literature. One branch of literature whose stories are mostly told by children who act as the main readers are given an average rating of a child, or anyone who does not prefer children. Concerning children's literature will not only talk about 'literature for children' or 'literature whose topic is related to the world of children'. But can be wider than that. In its output, of course children's literary works have a slightly different format than general literary works. Like the insertion of images, the appearance of a more interesting book cover, to the simpler way of delivering the author, and several other formats.

According to Wallace (1970) "the author concerned does not write to entertain children and their purpose in presenting the child's character is usually to develop some larger designs; to help explain or explore some elements of adult characters, for example, or to illustrate the consequences of certain adult actions in a central plot, or to cast ironic light on those actions. Indeed, there are times when the simple entertainment value of such passages can be very high, and children will sit and pay attention for a while, but with very few exceptions, such moments are short and rare in the writings of writers written for adults . from such exceptions, perhaps the most famous and the most worthy of study is Charles Dickens. "

From the quote above, presented clearly one of the writers who managed to raise the values of life by holding on to children's literature is not realized is Charles Dickens. The *Oliver Twist* novel that will be examined in this study is one of the great works that makes Charles Dickens quite legendary.

Everyone likes literature in general, childrens literature also has a goal to get lessons in real life. As written by Riris & Sarumpaet, (2010) "All themes relating to the lives of children in children's literature:

According to DiYanni (2001) states that there are three major types of literary work such as: poetry, drama, and fiction. Meanwhile fiction can also be divided into novel and short story. Novel as one of literary works certainly contents many aspects which basically based on the quality of human life. On the other word, novel is the combination between the imagination of the author and the real life experiences.

Everything that is created must have a purpose. It's the same with works. Including literary works, such as novels that are identical as a reflection of real life, certainly have the intent and purpose of the creation. In addition to the purpose of entertaining, novels or other literary works are also able to become a medium of information that is expected to provide many benefits for humans in running life. One of them is moral value, which is usually contained in a work that the author deliberately inserted to convey to the readers. Moral values have an important role in the intrinsic element in a story. In novels, moral values are usually conveyed through character, both from the ethics or the behavior of the character whether or not good.

According to Muhardi & WS (1992) the importance of studying the meaning of social values in the novel is due to the corresponding literary function is to stimulate the reader to recognize, appreciate, analyze, and formulate human values. It can be concluded that the values in the literary work can be a role model, motivation and stability of the personality and behavior of the reader, this way of course also applies to social values in a literary work.

Literature and values are two social phenomena that complement each other in their nature as something existential. According to Suyitno (1986) literature as a product of life, contains social values, philosophy, religion, and so on both those that depart from re-disclosure or have new concepts. Literature not only enters the space and values of personal life, but also the values of human life in the total sense.

Bertens (2007) argues that moral values concern human actions as humans. That is, moral values encompass the merits of human actions based on norms that apply in society. Value has good connotation. Likewise, the moral values are the message that was delivered by someone in a work of truth-values which is related to the human glory.

Veugelers says that moral values are values that express ideas about the good life. These values come in the form of religious advices, regulations, orders, and is inherited through religion and culture on how people should live well in order to be truly good human being. Through literature, the authors are able to set up the moral values that are patronizing, so that the moral message can be captured well by the ones whose interest is in the area of literature. A good literature always invites readers to uphold the norms and morals (2008, p. 1).

Moral contains reappraisal of a moral or view lives either through direct and also indirectly (Stanton, 1965, p. 49). Concerning moral in literature, Cuddon in his *A Dictionary of Literary Terms* writes that moral is the lesson to be learnt from a story, poem, fable, play, or indeed any work which purposes to teach anything either directly or obliquely.

A good literary work is there are good things that can be taken and applied in everyday life by the community. Also, an author can communicate with readers of literary works if they can understand what the writer wants to send. Usually at the end of a film or reading a novel, short story or poem or something else can find a message or moral value conveyed by the writer to us as readers.

The writer interested in talking about moral values because of the message that can change people's perspectives. For the first, when readers get a moral value in the novel, they will change their perspective and the results of their reading will begin to be applied in their lives and that can be behavior. Behavior can be transmitted alone or taught or even imitated by others. For example, parents often talk to their children

that they must have good morals. For example, good parental behavior such as being polite and friendly to others, being ethical when eating or drinking, and respecting older people. So, the child imitates the good behavior of his parents. Conversely, if their parents always say good things but they themselves continue to do the opposite behavior from it, of course it will affect the child, because what he sees is reflection. That is the value given by parents to children who have become behaviors.

Moral behavior is controlled by moral concepts – the rules of behavior to which the members of culture have become accustomed and which determine the expected behavior pattern of all group members. (Hurlock, 1997, p. 386).

In this research, the writer tried to understand deeply about moral values which were expressed through all aspects in the novel *Oliver Twist* by Charles Dickens. The story written by Charles Dickens's in one of his major works, the novel *Oliver Twist*, raised a lot of learning that can be drawn from every part of the story he wrote. *Oliver Twist's* novel became legendary because of the hard struggle carried out by a boy named Oliver Twist. Problems for the sake of problems come and go as if incessantly in his life.

The author, Charles Dickens made this very special work as a sharp satire addressed to the "The Poor Law Amendment Act of 1834", on the rules that require all charitable assistance for lower class people to be given to "workhouses" or social homes. Children of social homes with many limitations on average hunger are sent to the sea or to the mine to work forcefully and unnaturally. This is the sharp target that Charles Dickens has given for his hatred of similar things that he experienced when the author's father was imprisoned because of debt . At a relatively small age, 12-year-old Charles Dickens and his mother and siblings had worked in a factory due to financial difficulties. Meet him with an older child named Bob Fagin who told him to work even harder. This character is believed to be the main idea of Charles Dickens in channeling his hatred into the figure of a chief thief named Fagin. This novel was

first published in 1838, the story in this novel illustrates the condition of England during the Industrial Revolution where orphans and lower class people do not have the power to express their aspirations or opinions freely.

The reason writer chose the *Oliver Twist* novel by Charles Dickens was the consideration that Charles Dickens's novel is one of the literary works that have a lot of moral values conveyed in the whole story, both the characterization of the characters, place settings, and other aspects. Besides that the novel also brought along the social aspects that were experienced directly by Charles Dickens in his time. Of the many pressures or problems that occur throughout the story that indirectly also carry values that can be learning for the readers.

This research is focused on moral values in Charles Dickens's *Oliver Twist*, because after reading the novel the writer found many actions that consciously or unconsciously are moral values that can be teachings and our reference as humans to be applied in real life. The researcher found several things that could be taken as moral values for the readers. And the way Charles Dickens tries to convey the moral message in his work so that it can unconsciously become a learning for readers in the future life.

This novel also uses fun and light languages to understand because it picks up the story of a child created by Charles Dickens. This makes the novel interesting to read. The aspect of work that attracts attention is the actions, words, and knowledge of some of the characters depicted in it can move emotions such as feelings of happiness, sadness, hatred, or funny. When reading what the character goes through, the reader can participate psychologically, sympathize even for them.

This story is very interesting because it has a good story, but it also has many characters that we can explore to explain the value; especially from Oliver Twist as the main character of this novel. However, as a literary term, a character is someone who was created for fiction (Backman in Kuahner, 1999, p. 95).

There are some previous studies to this topic. The first, studies against moral value is done by Noviana Laily N, a 2008 class student from the German language education course at the State University of Yogyakarta in 2015 with a comparative literary approach titled *Comparison of the Moral of the characterization and the values of the fairy tales of Frau Holle and shallot garlic: comparative literary studies*. Broadly, the comparison of moral values in the fairy tale of Frau Holle and shallot garlic also has similarities and differences. This is because the character belonging to each figure is also many who have similarities. In these two fairy tales there are 3 moral forms of human morality, with oneself, human morality with human society and morality with God. Human morality with nature is not contained in both fairy tales.

The second, other relevant research related to the research conducted by Irfan Ilmi, undergraduate students in English language and literature, Faculty of Adab and Humanities, Sunan Gunung Djati State Islamic University Bandung in 2015 titled *Moral Messages in Mark Twain's The Adventure of Huckleberry Finn*. This study illustrates the social and psychological phenomena that occur in people's lives in obtaining a moral development review on The novel The Adventure of Huckleberry Finn in which researchers argue this novel is American literary work Classical and also examines the moral values that intersect with human life. After observing the research results, researchers drew the conclusion that moral development is sharply contrasted to the character of Tom Sawyer, who is influenced by a bizarre mix of adventure novels and Sunday-school teaching which he combines to justify his Outrageous and potentially harmful escapades.

The third, other relevant research related to the object, a study conducted by Dewi Widayawati in 2019 titled *An Analysis of Oppression in Oliver Twist Novel by Charles Dickens*. In this study gave an outline as to what Oliver Twist's character was. Researchers also explained a little much that Dickens was touted as a genius writer in the world. But the character and conflict of the novel is new. His research focus is on

oppression. Bullying is an act of violence, compulsion or threat that aims to intimidate a person. The researchers embraced Marxist, sociology of literature, the Acantial scheme, and the pyramids of Freytag. Furthermore, researchers have expressed the Irish Young Marion theory to classify the types of oppression. The relationship between Marxist, sociological literature, and literary work will discover how the author describes the oppression in *Oliver Twist* novel. According to Marxist theory that literary work is not only an illusion but also an incident that writers have ever encountered in the process of producing literary works. The result of this study was the priority that described the pressure based on social conditions in the Industrial revolution in London. He described that Victorian Age had many problems. One of the problems is child labour, violence, marginalization, cultural imperialism, hellessness and even prostitution. The reality of oppression in the characters of the novels of *Oliver Twist* because of greed, selfishness, jealousy, and the fear of poverty. The conclusion of this paper is; The relationship between Marxist works, the sociology of literature and literature in *Oliver Twist* novel suggests there is a link between literary works and ideological writers. In other words, it is called the superstructure and infrastructure in literary works. *Oliver Twist* novels are not solely from the illusion of the author but based on the events faced by writers in the Victorian Era directly. The fact is not a rough copy, but a subtle and aesthetically pleasing reflection, according to Endaswara in Nurholis (2017).

The forth research is from Daerobi, Nurahmad. (2017), *The Moral Message in the Lyrics The Script's No Sound Without Silence*. English Literature Department. Faculty of Adab and Humanities. Sunan Gunung Djati State Islamic University Bandung. This study aims to analyze the moral messages contained in the lyrics in the album The Script, entitled No Sound without Silence. There are two research problem formulations, namely 1) How the connotative and denotative meanings are conveyed to the lyrics of the song The Script album No Sound Without Silence, and 2) what is the moral message delivered on the lyrics of the song The Script album No

Sound Without Silence. The data source of this research is the album The Script, entitled No Sound without Silence which contains eleven new songs namely No Good in Goodbye, Superheroes, Man on a Wire, It's Not Right For You, The Energy Never Dies, Flares, Army Angles, Never Seen Anything 'Quite Like You', Paint the Town Grown, Without Those Songs, Hail Rain of Sunshine. The researcher listens, observes, and rewrites the song lyrics from the original album No Sound without Silence by The Script. Based on the findings, researchers found moral messages contained in song lyrics in the album No Sound Without Silence by The Script, including moral messages with the principle of good attitude, the principle of justice, the principle of self-respect. Every word in a song line that is interpreted by connotative and denotative approaches is figurative language.

The fifth research is from Wildan Asagap (205102519), *The Moral Messages In Queen's Song Lyrics In Two Albums; Hot Space 1982 And Greatest Hits*. The paper is focused on qualitative research method, in which the source of this research is taken from the literary works. One of the methods is content analyzing. This method is implication the way of researcher work in the effort searching meaning, so that not relied on a frequency (fact appearance) but relied on an intensity (strength) fact as data checked. Data that is used is taken from Queen's song lyrics from two albums, entitled Hot Space 1982 and Greatest Hits and supported by theory of Frank Palmer about Moral in literature. Moreover, the data is analyzed through some steps they are identifying data, classifying data, interpreting data, and then making a generalization and conclusion. In the song lyrics of Queen's two albums, there are important moral messages for human life. The moral messages are described as follow Queen's first album Hot Space 1982 has two important moral messages, those are: The relationship between human and his or her Creator and relationship between man and the other man. In Queen's the second album Greatest Hits has various moral messages those are: The relationship between God and His servant (mankind). The second is relationship between man and the other man. Moreover, the moral messages in two

albums of Queen's song lyrics are represented in the intrinsic elements of a poem, in this case, a song lyric. The number of moral messages in two albums of Queen's song lyrics; *Hot Space* 1982 and *Greatest Hits* are represented by figurative language and imagery. After analyzing the entire work, it can be concluded that the song lyrics of Queen from two albums *Hot Space* 1982 and *Greatest Hits* have moral messages, in this case, the message of universal value messages. Those messages are represented by kinds of figurative language and imagery.

The sixth research is from Riswandi Aminudin (2018) with the title *Moral Message in Structure of Lyric on Album Courage to Grow by Rebelution*. This research has covered parts of the song lyric lines associated with moral messages, in the lyrics of the songs contained in Rebelution's album *Courage to Grow*. Among the titles are; *Courage to Grow*, *Heart Like a Lion*, *Safe and Sound*, *Feeling Alright*, *Ordinary Girl*, *R Way*, *Attention Span*, *Green to Black*, *On My Mind*, *Running*, *Night Crawler*, *Other Side* and *Safe and Sound Dub*. The researcher chose this album because it contains many moral messages from the lyrics. The main reason of this research is to examine the content of the moral message and the structure of the physical structure of poetry that helps shape the moral message. There are two core issues that will be discussed in this research: 1) What is the moral message that contained in the lyrics in Rebelution's album entitled *Courage to Grow* 2) How does the structure lyric can convey the moral messages in the lyrics in Rebelution's album entitled *Courage to Grow*. This study uses the Wordsworth (1971) theory also reinforced by Kluchkohn (2004) and Waluyo (2003) in categorizing parts of the line of lyrics into the intent of the moral message and the physical structure of poetry that builds the moral message. To analyze the data, researchers used qualitative descriptive procedures. This method is suitable to apply because the data used is the data transcription of audio and writings to form a moral message. Using this method, the researcher tried to identify, categorize, interpret, and summarize the research data descriptively. As a result, there has been proved moral messages on some song lyrics

on the Rebelution's album *Courage to Grow*. Also from the physical structure of the poem or the lyrics can shape and convey the moral message to the readers. Which more specific is mentioned of the existence of dictions that precise and straight forward to convey moral message. In conclusion, researchers found 8 song titles from 13 song titles that contained a moral message on the lyrics in the Rebelution's album *Courage to Grow*. The total data obtained by 28 data, from 13 arrangements of songs only found in song lyrics with title, *Courage to Grow*, *Heart Like a Lion*, *Feeling Alright*, *R Way*, *On My Mind*, *Running*, *Night Crawler*, and *Other Side*.

The seventh research is from Asep Agung Firdaos (2019) with the title *A Moral Message of Aladdin's Characterization in Burton's The Arabian Nights Entertainment*. The results of this study, there are moral messages such as mutual help, mutual respect, care for one another and so on. There is a law of cause and effect that occurs in the character examples: 1) Moorman wants a lamp because he likes magic, 2) Aladdin will not do cunning if the Sultan keeps his promises, 3) the Sultan cannot move because he has promised the Grand Wazir, 4) Ms. Aladdin will not worry about applying for the princess if he has a higher position not as an ordinary citizen, 5) Moorman will not die if he does not cheat Lady Badr Al-Budr, 6) Grand Vizier will not be unfair to Aladdin's mother if he has no request with the Sultan, 7) Brother Moorman will not seek revenge if Moorman does not die, and 8) Queen if she does not think of a good name, she will let her child tell the truth about others. At the end of the story contains implicit meanings such as life must surrender to God, the importance of brotherhood, justice and their meanings are based on what is taught by Islamic teachings namely the Koran.

Although current research deals with the same subject as previous studies, the importance of moral values in literature has an educational function. That is why the writer interested in analyzing moral values in children literature novels '*Oliver Twist*'. This is to find out the character of *Oliver Twist* and everything in the novel that can show us moral values.

## 1.2 Statements of Problem

Based on the background of the problem presented in the previous section. The issue to be discussed next is moral values through various aspects of the novel such as characters in the novel, setting of places and atmosphere, and various other things. There are some facts of life rules, represented by Oliver Twist, a child who is required to be able to be mature but have simple thoughts about something. Supported by the moral values he gets, he can influence several other characters to understand moral values. These values can be felt from the attitude, personality, or words spoken by Oliver in this novel.

For this reason, in this study, writer tried to identify, analyze, and categorize moral values based on the theory of moral understanding by Frank Palmer. Palmer believes that literature gives us knowledge, especially moral messages. Literature can contribute to our education first (education is related to what is good) and what literature can contribute to our moral education (all education has a moral dimension). Moral value is one of the important elements not only in novels, but also has great benefits for our daily lives. Moral is also a line of guidelines that must be noticed in social life in society or even the state because it can control the quality of ourselves has fulfilled the criteria as a good god creature or not. From the limitations of the issue that have been described, a number of problem formulations can be selected. Based on the above research background, in this study the formulations of the problem are as follows:

1. What moral values are depicted in Charles Dickens's *Oliver Twist*?
2. How the author to conveyed the moral values in Charles Dickens's *Oliver Twist*?

### **1.3 Research Objective**

Everything must have the learning and purpose in it, as well as research. The author's purpose of the study was to illustrate the moral values that the author conveyed to his readers in Charles Dickens's Novel *Oliver Twist* by analyses it using the chosen theory. Based on the formulation of the problem that has been determined, the purpose of this study is:

1. To find out what moral values depicted in *Oliver Twist* Charles Dickens's novel.
2. To find out the way of the author conveyed the moral values in *Oliver Twist* novel.

### **1.4 Research Significances**

The research is expected to give readers a lot of new knowledge and vision to improve understanding of moral value and apply in daily life. How a good word element is created along with its good meaning anyway. So it can be a little motivation to make good and better work afterwards.

Theoretically, this study is expected to help analyze how the moral value is found in a novel. Also to find out how through words can give a variety of understanding so that the end by becoming a learning in real life. The research is expected to have a wide range to help the writer analyze literature.

Practical, this study added a literary reference analysis for English Literature students at the Faculty of Adab and Humanities, Sunan Gunung Djati Islamic State University, Bandung.

### **1.5 Definition Key of Terms**

This section presented some definitions of key terms in this research to avoid any misunderstanding in reading this research. These terms below may have different

meaning and understanding. Thus, it gave a brief explanation in order to emphasize the meaning of term in literature. the definitions in this research are:

- **Moral Values:** Moral value in literary generally can be in form of related to message link between humanity, social relation. Problems that have the shape of human relation can be extant: faithfulness, lovelyness (family, humanity, and also fatherland), and others that entangle interaction between human (Nurgiyantoro, 1996, p. 326).
- **Children's Literature:** Children's literature is literature for children "with the guidance and direction of older or grown members of a society, while writing is also done by adults" (Davis 1967 in Sarumpaet 1976: 23). Practically, children's literature is the best literature they read with various characteristics, themes, and formats.
- **Fiction:** Fiction is literature created from the imagination, not presented as fact, though it may be based on true story or situation. Although fictitious characters are presented in a fictitious setting in stories and novels, they may have some resemblance to real life events and characters. Writers alter their characters very skillfully when they take them from actual life (MacKenzie, 2019, p. 1)
- **Structuralism:** definitively structuralism means understanding elements. Namely the structure itself, with its interrelationship mechanism, on the one hand the interrelationship of the elements with one other element, on the other hand the relationship between the elements with their totality.