

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Previous Research

In this research, the writer would like to analyze the education values that can be found in the Charles Dickens` novel entitled “Oliver Twist”. To give an evidence of originality of this study, the writer presents some previous studies that have been conducted in the different study.

Ariyanti (2010) investigated An Analysis of Educational Values of the Novel "Bumi Manusia". The method that is used in this study is descriptive qualitative method, which focused on textual data analysis. Pramoedya Ananta Toer on his novel tells about three main characters: Minke, Annelies and Nyai Ontosoroh. He tells about motivation to get better education that have to get out from Javanese culture, family life and struggle of love. The result is many educational values can be learned by reader. Moreover, many educational values can be implicated in Indonesian education. The novel gives information, motivation to the reader.

Muntamah (2012) with her study entitled An Analysis Of moral Values As Seen on Charles Dickens` Novel Oliver Twist. In this research, Muntamah used Descriptive Qualitative Research. She utilized the documentation method in collecting the data while in data analysis. She used observation and taking notes technique and also looked for other information which related to the research problems. The results of this research shows that there are some moral values that can be found in “Oliver Twist” those are bravery, humbleness, honesty, steadfastness, sympathetic to others, cooperativeness, thankfulness, kind-hearted, trustworthiness, sincerity, love and affection.

Nasrudinillah (2012) stated in his paper entitled The Analysis Of Educational Values on “Front Of The Class” Movie. In his paper he used qualitative study; he took the primary data from audiovisual (movie) and scrip from “Front of the Class” movie. The secondary data is taken from

many literary books and some relevant materials to support and complete the primary data sources. The result of this study is that are some educational values in the “Front of the Class” movie like: never give up, self-confidence, friendly and be polite, love, forgiveness, optimism, help each other and responsible as human society.

Saputra (2012) also conducted a library research entitled *An Analysis of Educational Values in “Ranah 3 Warna” Novel*. The result of this research he found some educational values such as life is a struggle, education is human right, never give up, be patient but not passive, the power of dream, respect to parent, respect to teacher, be optimistic in life, be confident.

Kustantiningrum (2012) in her thesis entitled *An Analysis of Educational Values in Andrea Hirata’s Novel “The Rainbow Troops”* stated that she found some educational values, it can be mentioned as follow: Struggle, skill-discover, responsible, hard work and life attitude, discipline, religious, independent, social concern, communicative, and honest. The educational values were shown by the six main characters, they are: 1) Lintang, 2) Mahar, 3) Ikal, 4) Bu Mus, 5) Pak Harfan, 6) Lintang’s father.

Hasanah (2015) in her thesis entitled *An Analysis of Materialism as the Reflection of England In 1837 In Charles Dickens` Oliver Twist*. The result finds that *Oliver Twist* is the reflection of Industrial Revolution. Its society deals with the poverty and affects the people to be a materialist. People will do anything to recover from their economic condition. They try to get the money as much as they can. Dickens as the author wants to criticize about the condition of England relates to the children labor and poverty.

Estiyana (2016) in her publication article entitled *Child Exploitation Reflected in Charles Dickens` Oliver Twist Novel (1838): A Sociological Approach*. She stated that based on sociological analysis, the writer is find five aspects such as social aspect, economic aspect, cultural aspect, religious aspect, and science and technology aspect based on *Oliver Twist* novel by

Charles Dickens. The cause and effect reflects in Oliver Twist novel (1838) by Charles Dickens”.

Based on the previous studies elaborated above, my thesis proposal focuses on An Analysis of Moral Education to Charles Dickens` “Oliver Twist”. The uniqueness of this proposal is that the researcher analyzes the education from the perspective of moral based on the Oliver Twist.

2.2. Theoretical Review

2.2.1. General Concept of Literature

2.2.1.1. Definition of Literature

The words literature comes from Latin language *litteraturā*. The word *litteraturā* is created from Yunani grammatical translation: each *litteraturā* and grammatical are based on the word *littera* and *gramma* which mean ‘letter’ (Teeuw 1984:22)

There are two technical terms related to literature, the first one literature is an art and the last is literature as the knowledge. Literature can be defined as imaginative writing in the sense of fiction- writing which is not literally true (Eagleton 1983:1) Talking about literature we not only talks about written text but also oral, because the word of literature can be used to refer anything written and oral.

Based on Noor (2009:13) literature defines as a structure of fiction world. It means that reality in literature is not true like reality in our society for just fiction or imagination of the author. The author can take the story from the reality but usually the author adds some imagination in their story because the fact of the story is based on the author side.

2.2.1.2. Definition of Novel

Based on Morrel (2006:18) fiction is an imaginative written story that is related from human experiences, in other words fiction is not based on reality or history fact. Novel becomes one of fiction story because including imaginative narrative story. Novel limits the reality and imagination.

Eagleton (2005:1) stated that novel is a piece of prose fiction and has reasonable length. Novel is different from other written literary, because novel explained about social phenomena and presented those phenomena in detail, such as the character, setting, and the plot is completed. Novel also develops from the culture of society. It can be a narrative text that tells about daily life.

Noor (2009:27) defines novel as a fiction story that has long length, has a characters and structural plot and setting. Novel is written literary in the form of narrative that has long chapter or pages because of the problems discussed in the novel are about human beings and humanity. Novel also has many themes and content, including a social problem which is occur in society.

2.2.1.3. Elements of Literature

In literature there are some various approaches that may be applied to a work of literature in order to experiences it more fully. Guerin Et.all (2005:7). Based on Noor (2009:29) there are two elements that develop the novels those are intrinsic and extrinsic element.

2.2.1.3.1. Intrinsic Aspect.

Noor (2009:29) stated that there are six intrinsic elements of fiction they are: Theme, message, plot, character, setting and point of view.

1. Setting

Setting is the physical and social context whenever, wherever in which the actions of a story occur. The major of element of setting are the time, the place and the social environment that frames the character.

2. Plot

Plot is the sequence of events in a story. In other hand plot can be define as whatever happens in a story. Plot is built of significant events in a given story, significant because they have important consequences. Klarer (2005:15) stated that plot has sequential levels, as follow:

- a. Exposition (presents the initiation situation of the story)
- b. Complication (synonymous with Conflict which produces the suspense and leads to climax, crisis or turning point)
- c. Climax (the main character is having conflict it can be a mentally or conflict in their life)
- d. Resolution (the end of the story and the solution to the problem)

3. Character

Characters are the people, animals or beings in literary work, it can also a mental, emotional, and social qualities to distinguish one entity from another (people, animal, spirit etc.). Character divided into two, they are: major character and minor character.

- a. Major character is the center attention in the story. The character always appears in most of the story. Sometimes, it called Protagonist.
- b. Minor character is a character that supports the main character.

4. Theme

Theme is the main idea or message a literary work conveys or in other way, theme is fairly simple concepts to grasp: it is what your story is about. This central idea or insight serves as unifying elements, a connecting thread woven into the story, creating cohesion.

5. Point of View

Point of view is the relationship of the narrator or story teller to the story. It's about perspective that we look at the events of story that we observed and recounted. Klarer (2005:20) stated that, there are three basic positions of narrative perspectives, as follow:

- a. Omniscient Point of View (The action of a text is throughout the unspecified narrator or based on the narrator perspective/ third person)
- b. First person narration (It is the person who involved the story. the perspective can be take from by the antagonist or protagonist character).

- c. Figural narrative Situation (It is present without additional commentary or through figures acting in the text)
6. Suggestion or Message
Suggestion or message in novel is something that we can take from the story. It can be moral value that include in the story.

Guerin Et. all (2005:7-14) also stated that there are six elements that included in literature. The six elements include:

1. Theme
Theme is the meaning of a story that explains a large part of the elements with a simple way. Theme is a central idea in a story and presented together with other elements such as character, plot, setting.
2. Setting
Setting is the situation, place and time the story occurs. It refers to the point of period, location and social surrounding in a story
3. Plot
Plot is the meaningfulness of story. It connects the story from the beginning to end and provides the characters with a problem or conflict to solve.
4. Character
Character is someone or something that performs in the story. It can be a person, animal or thing.
5. Structure
Structure is sequence in which incidents in a story organized. Usually we can call it plot structure.
6. Style
In literature, style means the author`s manner in language use. In other word, it is the choices that a writer makes about words and sentence in a work determine. A writer chooses words (diction), choose to use long or short sentences, formal or informal, common or poetic descriptions or any combination of these elements.

7. Atmosphere

Atmosphere can be defined as the mood or feeling that permeates an environment.

2.2.1.3.2. Extrinsic Aspect

Extrinsic aspects are aspects in a fiction that develop the story from the outside. In general it is meaning that something that cannot be found inside the story. It can be some facts or information that support and surround the story. The extrinsic aspect in a fiction can be religion aspects, moral aspect, education aspects, the author biography, historical background, or social background.

Based on Klarer (2005:88) the author-oriented approach established a direct link between the literary text and the biography of the author. Dates, facts and events in an author's life are closed with literary elements of his or her works in order to find aspects which connect the biography of the author with the text.

2.2.2. General Description of Moral Education

2.2.2.1. Definition of Moral

Moral derives from Latin word *'mos/mores'* which mean attitude and habits. This attitude is based on the purpose of right and wrong. Moral also have some meaning such as: (a) custom (b) manner and (c) conduct. Based on Zuriah (2011:17) moral defines as behavior. Moral consist of human behavior values that can be measured based on good and evil throughout norm of religion, norm of law, manner, custom, behavior, norm of culture and norm of social.

We have moral consideration in our world. We have any decision to do something in our life. We are not becomes our self without pay attention the society around us because moral and morality spread out in every aspect of human live. Based on Barrow (2007:8) the essence of a moral theory, is a set of principles that is not, cannot be, endlessly negotiable or varying because in moral believes that something is right and wrong. This is line with what had been said by Barcalow (2001:337)

What we might call common sense morality embodies two strands of moral thinking. One is that right and wrong are solely dependent on consequences. If the good consequences of an action outweigh the bad, it's the right thing to do; if the bad consequences outweigh the good, it's the wrong to do.

From the quotation above we can describe moral as something that distinguish between evil and good. People can distinguish it is bad or it is good for their life. It just likes consideration how to act in life.

Based on Halstead and McLaughlin (2005:51) Morality is directly concerned with a certain range of actions: not only the manifest behavior, but the thoughts, attitudes, motives, feelings, dispositions of the agent. It means that, moral can be describe as the human acts, feeling, speech that associate with the things which can reflect whether good or bad behavior in society and life, because moral is one important point in our life because moral can determine our social life.

2.2.2.2. Definition of Education

The word education comes from the Greek *'Paedagogie'* which means a guidance which given to children. Whereas the word education in English terms is from the words *to educate*, it has meaning nurture and educate (Mahmud et al, 2015:18)

Education is very important for our life. People have to get a good education so their life will be better. Education is something conscious, its process to enhancing our quality lives throughout having meaningful communication and interaction with other people.

Based on Triwiyanto (2014:23) education is the experience of learning programmed in the form of a formal education, non formal and informal in the school and out of school that the process is for the whole life. The purpose of education is to optimize person skills so they can improve their live with education.

2.2.2.3. Definition of Moral Education

Basically, moral education is about learning norms that applied in society. In other words, moral education is the implementation of

instructional tools to teach children about the values of society. Based on Halstead and McLaughlin (2005:165) moral education is teaching of one true system of values. It means that the society have the obligation to teach the children about social true system in the society such as norms and laws. Because the first time the children gets education is in family or society not in the school. Society is the real environment to teach moral aspects.

Zuriah (2011:22) describes that moral education is an educational program that organize and simplify the sources of moral and served with pay attention to the consideration to objectives of education psychological. Moral education is not about teaching moral in academic, but non-academic aspects. It is about teaching in particular on how the attitudes and good behaviors formed.

Barrow (2007:188) stated that moral education is a process that continues throughout the school years and should not be conceived of in terms of a course or a programmed. It means becoming morally educated is a matter of learning a variety of things in a variety of contexts. At different stages of schooling the appropriate contribution to moral education takes different form.

2.2.2.4. Scope of Moral education

Moral education means an ethical education to follow right and good principles of life in society. It is based on the values that applied in the society. The scope of morality values based on ethic that emphasize personality aspects which is the personality aspects are awareness from the person and the act based on the conscience. Conscience is awareness to control someone activity in a good or a bad act.

In morality values, there are some basic principles such as: conscience, worthiness, reliable, honesty, discipline, politeness, justice, bravery, sincerity, charity, hospitality, tolerance, love, kindness and sympathy (Zuriah, 2011:68). The meaning of the moral education aspect can be look from the table below:

No	Moral Education Scope	Meaning
1.	Conscience	Conscience is awareness to control someone activity in a good or a bad act.
2.	Trustworthiness	Trustworthiness is all things that they do or talk can be trust.
3.	Honesty	Honesty is the quality or state of being truthful and fair.
4.	Discipline	Discipline is a way of behaving that shows a willingness to obey the rules.
5.	Politeness	Politeness is having or showing good manner or respect for the other people.
6.	Justice	Justice is a quality being just, impartial, or fair.
7.	Bravery	Bravery is willing or showing mental or moral strength to face the difficulty, fear or danger with their willing.
8.	Sincerity	Sincerity is the quality being sincere, honesty of mind.
9.	Charity	Charity is the act giving something or helps to people who are sick, poor etc.
10.	Hospitality	Hospitality is being friendly, humble to the other.
11.	Tolerance	Tolerance is a willingness to accept feelings, habits, or beliefs that are different from your own
12.	Kindhearted	Kindhearted is quality being kind.
13.	Love	Love is a strong affection for another or constant affection for a person.
14.	Sympathy	Sympathy is the feeling that you care about or feeling sorry about someone else`s trouble or misfortune.

(*Samani and Hariyanto, 2013:53*) Table 2.1

Finally we can take the conclusion that moral education is a moral concept that has to be given immense importance in the society, because when it is given in the right way to everybody possible then the result is a better today and a better tomorrow.