

MORAL VALUES IN DICKENS' *THE GREAT EXPECTATION*



A Thesis

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial
Fulfilment for The Requirement to Obtain Sarjana Degree in English*

WRITTEN BY

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2024**



LEGITIMATION

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MORAL VALUES IN DICKENS' *THE GREAT EXPECTATION*

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It has been examined before the Board of Thesis Examination on Monday, 12 August 2024 and is declare to have fulfilled the requirements.

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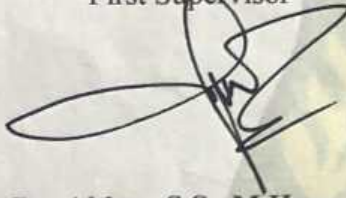
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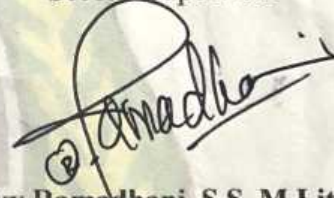
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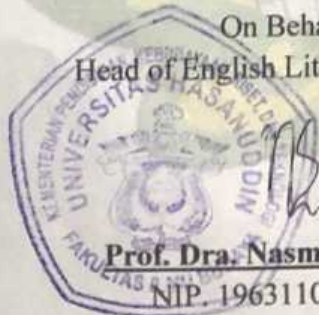


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AGREEMENT

On August 12, 2024, the Board of Thesis Examination has kindly approved a thesis by Arzul (F041191011) entitled Moral Values in Dickens' The Great Expectation submitted in fulfillment of one of the requirements to obtain *Sarjana* Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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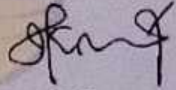
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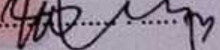
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Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

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Makassar 29 Juni 2024
The Writer,

ARZUL

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ABSTRAK

Arzul. 2024. *Moral Values in Dickens' The Great Expectation.* (Dibimbing oleh **Abbas dan Rezky Ramadhani**)

Penelitian ini bertujuan untuk mengidentifikasi nilai-nilai moral dalam novel *Great Expectations* karya Charles Dickens. Tujuan lain dari penelitian ini adalah untuk mengungkap Pengaruh dan Nilai Moral melalui karakter Pip dalam novel. Penelitian ini menggunakan Pendekatan Strukturalisme Murni. dengan penekanan pada deskriptif kualitatif untuk menganalisis data. Penelitian ini bertujuan untuk mempelajari nilai-nilai moral yang digambarkan dalam novel *Great Expectations* karya Charles Dickens.

Penelitian ini menggunakan metode deskriptif kualitatif untuk menganalisis jenis-jenis nilai moral dan pengaruh filsafat moral terhadap nilai-nilai moral masyarakat dalam novel. Data yang dikumpulkan kemudian dianalisis untuk deskripsi menggunakan analisis teks, menafsirkan makna yang lebih luas dari temuan.

Hasil yang diperoleh adalah 6 nilai moral yaitu : kejujuran, Keberanian, kedamaian, moderasi disiplin diri, potensi kemandirian, kebaikan dan keramahan nilai-nilai moral yang dapat diterapkan pada moral bangsa Indonesia melalui nilai pendidikan karakter. Penulis merekomendasikan novel ini sebagai metode pembelajaran yang baik, novel Charles Dickens *Great Expectations* adalah karya sastra terkenal yang menggali berbagai tema dan aspek sosial. Di antara tema-tema ini, eksplorasi nilai-nilai moral memegang kepentingan yang signifikan.

Kata kunci : moral, nilai-nilai, novel The Great Expectation, Charles Dickens



ABSTRACT

Arzul. 2024. Moral Values in Dickens' *The Great Expectation*. (Supervised by **Abbas** and **Rezky Ramadhani**).

This study *aimed* to identify moral values in the novel *Great Expectations* by Charles Dickens. Another purpose of this research is to uncover Influence and Moral Values through the character of Pip in the novel. This research uses a Pure Structuralism Approach. with an emphasis on descriptive qualitative to analyze data..

This study uses qualitative descriptive methods to analyze the types of moral values and the influence of moral philosophy on the moral values of society in the novel. The collected data is then analyzed for description using text analysis, interpreting the broader meaning of the findings.

The results obtained are 6 moral values, namely honesty, courage, peace, moderation self-discipline, self-reliance potential, kindness and friendliness moral values that can be applied to the morals of the Indonesian nation through the value of character education. The author recommends this novel as a good learning method, Charles Dickens' novel *Great Expectations* is a famous literary work that delves into various themes and social aspects. Among these themes, the exploration of moral values holds significant importance.

Keywords : moral, values, novel The Great Expectation, Charles Dickens



CHAPTER I

INTRODUCTION

In this chapter, the writer explains the introduction of the research, consists of the Background of The Study, Identification of The Study, Research Question, Objective of The Study, and Sequence of The Writing.

1.1 Background of The Study

Moral is a study that examines the values and ethics in a person and as a basis for regulating one's behavior. Moral values have an important role and influence in everyday life. By looking at the real life of today's young generation, moral values are decreasing, such as juvenile delinquency, promiscuity, increasing cases of bullying in schools and the environment so that this research can examine moral values through a literary work. Because literature has an implied meaning research can broaden the reader's understanding of moral values and enable us to apply them in everyday life. The novel *Great Expectations* by Charles Dickens is a renowned literary work that delves into various themes and societal aspects. Among these themes, the exploration of moral values holds significant importance. Understanding the moral values portrayed in Dickens' *Great Expectations* can provide valuable insights into the author's perspective on ethics, human nature, and the social conditions of Victorian England.

According to Hurlock (1977),hal 105-120. moral is an ethical norm, a concept of life upheld by most certain societies. Moral is primarily concerned with tanding of good and bad. Goodness is regarded as moral, while the badness ed as immoral behavior. Barcalow (1994),hal 65-70 says that moral can ed with the actions and potential actions of others, and may be evaluated



as good or bad; right or wrong; and acceptable or unacceptable; required, prohibited, or permitted; praiseworthy or blameworthy.

In relation to the values, morals are part of the value, namely moral values. Not all of the values are moral values. Moral values are related with human behavior about goodness and badness. It is a kind of doctrine accepted by society regarding the actions, attitudes, obligations, morals, manners, and decency. Understanding certain good and bad thing is relative. This means that something which is in general considered good for someone or a nation may not be good for the other people or other nations. Someone's opinion about morals and values are usually influenced by the view of life.

Moral values, in general, refer to the principles and beliefs that guide individuals or societies in determining what is right and wrong, good and bad, or virtuous and immoral. These values serve as a compass for ethical decision-making and behavior, shaping our understanding of appropriate conduct and societal norms. Moral values encompass a wide range of concepts, such as honesty, integrity, compassion, justice, and respect.

In the context of literature, moral values take on a distinct form known as "moral of values." Moral of values refers to the underlying messages or lessons regarding ethical conduct that are conveyed through literary works. Literature has long been recognized as a powerful medium for exploring and expressing moral values in a more nuanced and profound manner. Through storytelling techniques,

development, and thematic exploration, literature can delve into moral dilemmas, challenge societal norms, and raise important ethical



questions. It offers readers an opportunity to engage with moral values on a deeper level, prompting introspection and reflection on their own beliefs and behaviors. Literature provides a space for the exploration of moral choices, consequences, and the complexities of human morality.

Charles Dickens, as a skilled storyteller and social commentator, used his novels, including *Great Expectations*, to shed light on moral issues prevalent in Victorian society. His works often presented characters who faced moral dilemmas, grappled with their own virtues and vices, and sought redemption or personal growth. By depicting these moral conflicts and their resolutions, Dickens aimed to provoke thought, encourage empathy, and inspire readers to reflect upon their own moral values and actions.

Research on the moral values in *Great Expectations* can shed light on the ways in which literature serves as a vehicle for moral education and exploration. By examining the moral choices made by the characters, their motivations, and the consequences of their actions, this research aims to deepen our understanding of how Dickens' novel conveys moral messages and critiques societal norms. Furthermore, analyzing the moral of values in *Great Expectations* can contribute to the broader discourse surrounding the impact of literature on moral development, ethical reasoning, and personal growth. Based on the whole explanation, the writer constructs the title of this analysis is *Moral Values in Dickens' The Great Expectation*.



tification of The Study

ferring to the research background to analyze the moral values in Dickens'

The Great Expectation, the researcher finds several problems such as:

1. Social condition is reflected in the novel *Great Expectation by Charles Dickens*.
2. The moral values contained in the novel *Great Expectations by Charles Dickens*.
3. Poverty is reflected in the novel *Great Expectation by Charles Dickens*.
4. Dominant moral values are often found in the *Great Expectation by Charles Dickens*.
5. The influence of the character's moral values on the character's attitude found in the novel *Great Expectation by Charles Dickens*.

1.3 Scope of Problems

Due to the limitations of the researcher's ability, the researcher wants to detail the problem and focus on finding moral values so that problem solving can be discussed in more detail. Those problems are various kinds of moral values contained in the novel *Great Expectations*, and the influence of the character's moral values on the character's attitude is found in the novel *Great Expectations by Charles Dickens*. In determining the moral values of the character the researcher used Linda and Eyre (1993) two types of moral value which is value of being and value of giving.

1.4 Research Question

Based on the limitations of the problem above, the researcher analyzes the

to be more specific and only focuses on two research questions below:

What moral values are contained in the novel *Great Expectations by*



Charles Dickens?

2. What is the moral values influence to the main character's attitude in *Great Expectations* by Charles Dickens?

1.5 Objective of The Study

In connection with the formulation of the problem above, the researcher determines some of the objectives of this study as follow:

1. To find out what moral values are contained in the novel *Great Expectations* by Charles Dickens.
2. To explain the influence of the moral values on the main character's attitude in the novel *Great Expectations* by Charles Dickens.

1.6 Sequence of The Writing

This writing consists of 5 chapters. The first chapter is an introduction to this study and contains the background of the study, identification of the problems, scope of the problems, statement of the problems, objective of the study, and the sequence of chapters. The second chapter is a literature review, which includes previous related studies as well as theoretical background to provide theories about the study. The third chapter is a methodology, which explains how the writer collected and analyzed the data and also the procedure of the study. The fourth chapter contains analysis that explains the result of the study of the novel "*Great Expectations* by Charles Dickens". The fifth chapter is the conclusion, which concludes the whole content of this writing and also the suggestions for future study.



CHAPTER II LITERATURE REVIEW

In this chapter, the writer discusses about Literary Preview, which consist of Previous Study, Structuralism Approach, and Moral Values in literary work.

2.1 Previous Studies

This chapter consists of relevant research that the researcher hopes that previous research can strengthen this analysis. The first researcher is Suryaningrum et al., (2015) with the title of the researcher “The analysis of the moral values in the novel *Sense and sensibility*”. The method of the research is descriptive qualitative to analyze positive and negative moral in the novel. The results in this research include positive moral such as : responsible, kind and patient, while negative morals such as cold-hearted, greedy, cunning, and an exaggerated attitude. So the researchers recommend this novel as a good method of learning, especially in exploring moral values.

The second researcher was Ariyanti, (2016) who discussed about moral values with entitled “Moral values reflected in the *House on Mango Street* novel written by Sandra Cineros”. In here researcher use a qualitative descriptive method and theoretical considerations from Kinner et.al where there is a major part in moral value criteria. The result of this research obtained element of moral values through the fact contained in the novel.

The third researcher from Fitriani Rfy et al., (2016) discussed about moral values in the research entitled “An analysis of moral values in novel *Oliver Twist* by Charles Dickens”. The researcher used symbols and conflicts to analyze this



ymbols and conflict to analyze this research symbols and conflicts in the examined use a sociological approach from a functionalist perspective.

This research applied a sociological theory with a qualitative descriptive method. The result of the study was presented in the form of an explanation of moral values from a functionalist point of view, humans are units that function as shaping moral values. Moral values from a symbolic point of view come from interactions between individuals and groups with gestures or signs. Meanwhile, the conflict point of view is the existence of disputes between individuals that result in moral responses.

The fourth researcher, Musinda, (2018) who examined under the title “Moral values in *Great Expectations* by Charles Dickens and their relation to character education”. In his research, he used descriptive qualitative researcher methods and affective theory to analyze moral values in the novel. From this study, it was found that there were 19 types of moral values in the novel and were classified into three relationships, namely personal relationships with others, personal relationship with oneself, and relationships with the god. The researchers found moral values described in four different forms, such as words, clauses, phrases, and sentences, as well as a contribution to character education, as a result of this study research.

The last, Ralia et al., (2019) the aim of this study is to determine the type of “Description moral value in JK Rowling’s novel *Harry Potter and The Prisoner of Azkaban* and its application to moral education in Indonesian”. The method of the research is a qualitative method that relies on questionnaires in collect data and is based on Linda’s theory. The results obtained there are 89 moral values in the novel that can be applied to Indonesian morals through the value of character education.



After reading all previous research, the writer see that all the previous studies have similarity with this research, the found by the researcher is that all

previous research is focused on analyzing moral value that found in the novel. The difference between this research and Suryaningrum et al., (2015) lies in the object of the research, it focuses on Novel *Sense and Sensibility*. While this thesis is focused on Dicken's Novel *The Great Expectations*. In the second research Ariyanti, (2016), the writer found difference in object of the research, it focuses on *House on Mango Street* novel written by Sandra Cineros, While this thesis is focused on Dicken's Novel *The Great Expectations*. In the third research Fitriani Rfy et al., (2016) The researcher used symbols and conflicts to analyze this research, symbols and conflict to analyze the moral value. While in this thesis, the researcher will use moral philosophy and moral values in analyzing the moral value in the object of research. In the fourth of research by Musinda, (2018) it uses Nurgiyantoro's theory of mora values as a base of research. Meanwhile, this study uses Linda and Eyre (1993) theory on Moral Values to classify the moral values that found in the novel. Then, in the last research Ralia et al., (2019) the researchers examine moral values in the novel that can be applied to Indonesian morals through the value of character education. Meanwhile in this research, the writer describes the influence of the character's moral values on the character's attitude.

2.2 Structuralism Approach

The structuralism approach is an approach in literature that his work analyzes the structural elements that build literary works from within, as well as looking for a relationship or interrelationship of the elements with one another in order to



anymity of meaning. Structuralism approach is very important for an literary works. A masterpiece Literature is built by elements that form a

unified whole in a work literature. Literature is a structure. Structure here in the sense that the literary work is a systematic arrangement of elements, between the elements there is a relationship reciprocal. So, the unity of the elements in literature is not just a collection or collection of elements piles or things, or things that stand alone, but things that are mutually related, and interdependent (Pradopo, 2012: 14). Structuralism is a genre of philosophy that appears in France. The term "structuralism" often confuses various circles. This is because the term "structure" itself is widely used in various fields or disciplines as well as structuralism. Not only in the area of silence, the term of structuralism is also used in other fields such as biology, psychology, sociology, history, philosophy, language or linguistic, and other science disciplines. A series of difficulties may also be identified to establish the origins of interpretation or thought of these structuralisms, the founder of structuralism itself is an anthropologist (Susanto, 2012:88).

According to Luxemburg (1986:38), the intended structure contains an understanding of reciprocal relations between its parts and between them. The structure of literature consists of elements of flow, characterization, theme, background and mandate as the most supportive and dominant element in building literary works (Sumoharjo, 1991:54). Structural approach is also termed as intrinsic approach, which discusses the work on the elements that develop literary works from inside. It could be said that the intrinsic elements are elements of the story itself.

There are some elements that build a novel, namely character, plot, setting, and

is very important to look deep in element by element and see the relations
in to understand what is in the author's mind as Tyson said, "*For*



structuralism sees itself as a human science whose effort is to understand, in a systematic ways, the fundamental structures that underlie all human experience and, therefore all human behavior and production” (2006: 209).

Based on structuralism approach above, the writer understand that structuralism approach is an approach in literature that works with analyze the structural elements that build literary works from within, and look the relation of elements with one another, and the basic elements of the structure of literary works are characters, plot, setting, and theme, as the writer explain shortly.

2.2.1 Character and Characterization

Characters and characterizations are the most important part of a story. Characterization is the process of conveying information about characters in a fictional work. The information may be such as personality, appearance, age, gender, social status, sexual orientation, beliefs, motivation, others. Through the characterization, the reader can understand each character and therefore be able to understand the whole story Martin (1994: 95) said that the characters tell to the readers about the physical and non-physical characteristics of the person in the story. Each character is interrelated and playing their role to build a story. Usually, an author describes the character directly or indirectly. According to Abrams (in Nurgiyantoro, 2005: 165) character is a person who appears in a narrative or drama work and is perceived by the reader to have certain moral qualities and tendencies as expressed in words and actions.



nghlin (1989: 375) stated that character development is one of the most aspects of a literary novel or short story. Characterization is a problem

that is present in a very important and necessary fiction because there cannot be a literary work without a moving character and eventually becomes a plot. Each character has a different personality, which can lead to conflict. Therefore, character is the quality of mind and soul that distinguishes one character from another.

Protagonist is the character which the reader admires to, sometimes called the hero of the story. This is the personification of norms and values which are ideal for the reader. Characters protagonist always shrouded with problem and usually becomes the main character. On the other hand, antagonist is a figure that has bad or evil, envy, and resentment properties. These figures are related to the protagonist and always create problems or lead to the main character into a trouble (Altenberd and Lewis in Nurgiyantoro, 2007: 178).

Characters are the life of literature that they are the objects of our curiosity and fascination, affection and dislike, admiration and condemnation (Bennett and Royle, 2004: 60). It is such an important part of a story that has minor contribution to the plot of the story. The position of characters in the story can be divided into some categories based on the point of view taken is major and minor character, protagonist and antagonist character.

The writer concluded that the character is a person created by the writer as a play in their story. Characterization is a description or image of the character in the story that the writer explains. To know the characteristics or characterizations in a story, the reader can identify it through the character while expressed it in word or

ie story. And the kind of characters divides two, such as major and minor. Then, the role of characters divides to be protagonist and antagonist.



2.2.2 Plot

Plot is one of the most important aspects of any literary work. It is a chronologically ordered series of events in a story. The plot is used to determine how the events of the story must be connected. In other words, plot is the sequence and stages through which the author can tell the story. Perrine (1988:42-44) state that the plot is the story line that occurs when events in a novel occur, and that a plot can be used to analyze the essence of a novel. A novel's plot is made up of a series of stories.

The plot creates a desire for the reader to go on reading by absorbing them in the middle of the story, ensuring they want to know what happens next. Plot, according to Foster (2002: 94-95), is a work of fiction that has a mysterious and intellectual properties. A plot demands intelligence and memory on the part of the reader, to remember incidents and create connecting threads between them. The plot displays the events that had the conflict and is able to attract or even gripping the reader. It encourages the reader to know the next events. One of the essential elements in the plot is events. The event can be defined as a transition from one situation to the other situations (Luxemburg, 1992: 150).

Plot is the whole sequence of events that are related to each other in the story. Generally, plot has a convention structure in the literary works according to Dickens (1987: 136-137) divided into five parts such as exposition, rising action, climax, falling action, and resolution.

1. Exposition is the part in which the author introduces the characters, scene, time, and situation.

Rising action is the dramatization of event that complicates the situation



(complication) and gradually intensifies the conflict.

3. Climax is where the rising action (complication and conflict) come to further development and to a moment of crisis.
4. Falling action is the problem or conflict proceeds towards resolution. Plot has a relation with characters that are reflected by their attitude or characteristic in thinking, action, or feeling.
5. Resolution is the last event in a novel or the outcome of a conflict. The main character has finished solving this problem and this result in a happy or sad ending. Resolution refers to stage where the crisis or conflict is resolved either for better or for worse.

Based on the whole explanation above, the writer concludes that plot is a chronological arrangement begins with what happens first, second, so on, until how the story is related and end. As we know that plot is the sequence of incidents or events of which a story is composed. a plot is a narration of event. In arranging the events of a story or a novel the author creates plot.

2.2.3 Setting

The setting surrounds the place, time, and describes the main background and condition of a story as Wellek and Warren (1956: 131) concerned setting with and the locations of story. It refers to geographical location of the story, d, daily lifestyle of the characters, and climate of the story. When the id a novel, they actually are faced a world that had been completed by the



character and the events in the novel. But of course, those things are less complete because the characters need living space, place and time like human's living in the real world. According to Abrams (Nurgiyantoro, 2002:216), setting is also referred to as the foundation of the story, suggesting the sense of place, time relationship, the social environment the occurrence of events. Based on the statement, setting generally serves as background of events in the story consists of place, time, and society.

1. Setting of Place

Setting of place directs to the location where the event happened in a story. The use of setting which certain name should reflect the geographical condition of place. Each place must have their characteristic, which differentiate with the others. The description of the place is important to give impression to the readers, because they will consider that the event really happened in the place of the story. Settings of place in a novel usually consist of several locations and it will move from one place to another place because there is a development of plot and characters. Setting of places is decided by the accuracy of description, function and the unity with another setting's elements

2. Setting of Time

Setting of time is related to the problem of when the event happens in a story. The problem of when is usually connected with factual time, that has connection with Historical events. The readers try to understand and enjoy the story based on



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The main idea in a story or the main idea of something to make an article, such as a novel, short stories, or other literary works is called the theme. The underlying message, or big idea, of a story is its theme. In other words, in the writing of a novel, play, short story, or poem, what critical belief about life is the author attempting to convey. According to Menrath (2013:173), theme is message or central idea of a literary piece of art it is found out indirectly by the reader. Several different motives may move around the central theme of the story.

Theme is a meaning or purpose of a story which the author expresses. It is usually decided or concluded by the reader because a theme of a story based on the reader's perspective. The meaning of a literary work is implicitly informed by the author. According to Hartoko and Rahmanto (1986:142), theme is a general idea which conducted a literary work and it contains in the text as a systematic structure also about the similarities and different.

Theme is defined as a main idea or an underlying meaning of a literary work which may be stated directly or indirectly. A theme must represent the whole part of the story because theme is a basic development of a whole story. It is not easy to find out the theme in a novel, the writer must read the novel and understand what the story tells about. Stanton (2007:7) stated that theme gives a strong explained about the unity of what is happening in the story and tells about the story of life in a common context.

Based on the explanation above, the writer concludes that theme is the central element of literary work. The writer assumes that theme is the main idea of a story which represents the whole contents, and theme is different with



plot because plot has sequence time or chronologically while theme is not chronologically. And the theme has been created by author in before he started to write novels.

2.3 The Concept of Moral Values

Moral values are accepted in the life of the community around and they include both good behavior (Johnson, 1971). According to Nurgiyantoro, (2005), moral values are way of life in taking positive and negative actions, which differs somewhat from the above definition. Based on the relationship between moral values and character, he divides moral values into several categories:

1. Those between human relations and creators such as when we make mistake, we indirectly keep a big secret within ourselves and we are responsible for this to ourselves creator and self-deception, negative morals and bad effects ourselves,
2. Those between humans and their own individuals for example in the novel the character Pip has a fickle nature and he struggles with his own personality which is difficult to accept the fact that he does not come from a rich person has a higher education,
3. Those between humans and others such as Miss Havisham and Pip where she wants to take revenge against all men and Pip becomes a victim of her hatred and this includes negative moral values because it can make that person suffer,

Those between humans and their environment as an example in the



novel there is Pip's character where he becomes inferior because of the influence of Estella who always insults Pip's situation, can be taken from real life everyone will be appreciated if he has a lot of money and has a high education this is what make Pip a forgetful person.

2.3.1 Types of Moral Value

According to Linda and Eyre (1993), there are two types of moral values such as Value of Being and Value of Giving.

1. Value of Being

The value of being encompasses the inner enhancement of qualities or attitudes that shape one's behavior and treatment towards others (Linda and Eyre, 1993:28). It represents the intrinsic values within a human being that influence motivation, attitude, and behavior. Here, we delve into several types of values of being:

a. *Honesty*

Honesty is the commitment to truthfulness, staying true to facts, and being free of deceit. According to Linda and Eyre (1993:41), honesty is synonymous with inner strength and confidence derived from truthfulness, trustworthiness, and integrity. It is a commendable human trait rooted in fairness and adherence to facts.

b. *Courage*

Courage is the ability to face fears and confront problems head-on, guided by a sense of doing what is right. It involves taking on difficult tasks independently, staying true to convictions, and following good



impulses, even when they are unpopular or inconvenient (Linda and Eyre, 1993:56).

c. *Peaceability*

Peaceability is the capacity to maintain a stable mind and exercise self-control over emotions, especially in the face of provocation. According to Linda and Eyre (1993), peaceability emphasizes accommodation over argumentation, avoiding disputes, and promoting self-control. It embodies qualities such as calmness, peacefulness, and serenity.

d. *Self-Reliance and Potential*

Self-reliance involves maintaining self-awareness and personal responsibility. It is about relying on oneself when making decisions. Simultaneously, potential refers to the inherent qualities or abilities within a person, meant to be cultivated to avoid mediocrity. It is a conscious pursuit of individuality and the rejection of avoidable mediocrity (Linda and Eyre, 1993:90-91).

e. *Self-Discipline and Moderation*

Self-discipline is the ability to maintain control over various aspects of life, including physical, mental, and financial realms. It involves prioritizing important tasks over secondary ones. Moderation complements self-discipline by discouraging excess and promoting a balanced life in terms of desires and possessions (Linda and Eyre, 1993:108).



f. Fidelity and Chastity

Fidelity and chastity pertain to the value of limiting oneself sexually and exercising self-control over sexual desires. This includes commitments within marriage and an understanding of the long-term consequences associated with sexual amorality and infidelity, particularly concerning parental concerns towards children (Linda and Eyre, 1993:124).

2. Value of Giving

The value of giving reflects an individual's contribution to others, originating in the form of gifts and shaping our identity (Linda and Eyre, 1993:28).

Although these values may not be visible, their significance is immeasurable.

Various types of this value include:

a. Loyalty and Dependability

Loyalty is the willingness to show firm and constant support or allegiance, extending beyond actions to encompass one's thoughts and motivations (Keller, 2007). Dependability, on the other hand, pertains to the consistency of performance or behavior emanating from a person's inner self, expressed through support, service, and contributions to family, neighbors, organizations, institutions, companies, others.

b. Respect

Respect involves paying attention to others to demonstrate appreciation.

It is a deep-seated feeling acknowledging the abilities, qualities, and achievements of an individual. Respect is manifested through polite behavior, showing honor to the elderly, being attentive to surroundings,



recognizing and appreciating personal beliefs (Linda and Eyre, 1993:156).

c. *Love and Affection*

Love is an intense and meaningful emotion that is challenging to articulate but can be expressed through behavior and attention, involving deep affection. Linda and Eyre (1993) describe love as unconditional, understanding, and accepting without reservation, creating a reciprocal feeling without obligating others to reciprocate. It is an inherent expression aligning with human instinct.

d. *Unselfishness and Sensitivity*

Unselfishness is the willingness to prioritize others, often demonstrated by helping others in times of need (Sinha, 1984). Sensitivity is being extra aware of one's surroundings and not being self-centered (Linda and Eyre, 1993:181). It involves receiving people's feelings and showing empathy, reflecting a level of care and tolerance for others.

e. *Kindness and Friendliness*

Kindness is the quality of being considerate, thinking, and behaving in a friendly, generous manner. It is an awareness that kindness and consideration are more admirable than toughness or strength (Linda and Eyre, 1993:203). Friendliness is an attitude of caring towards others, often determining a person's kindness (Linda and Eyre, 1993:204).

Justice and Mercy

Justice, according to Linda and Eyre (1993:224), involves adherence to



fairness, law, play, and work. It operates in the middle ground of virtue, promoting fairness and reason. Justice extends sympathy to the unfortunate, irrespective of the cause. Mercy, then, becomes the mechanism upholding the sense of virtue itself.

2.3.2 Moral Philosophy

In conducting this research, the researcher uses a moral philosophy approach according to Johnson, (1971) where the definition of moral philosophy that the researcher uses is in accordance with his argument that moral philosophy is something that includes moral values reflected in the novel *Great Expectations*. In discussing moral values, the researcher uses the theory of Nurgiantoro, (2005) which discusses the types of moral values. To analyze the problem in this study, the researcher also attaches a certain description framework so that the author achieves the aims and objectives of the study (are points in the form of a theoretical framework as a determinant and reference that researchers use to achieve the aims and objectives of this research).

Moral Philosophy is one of several approaches that have long been used in ancient Greek and Roman novels. Moral philosophy plays an important role in a literary work because any good work of literature incorporates moral values inserted by the literary writer and literature is often used as a study aid in forming one's of moral values. This is supported by a philosophies Johnson, (1971) argument, in which he argues that moral philosophy in literature encompasses moral values as



: life of the surrounding society. It can be concluded that literature has a p where these moral values exist in society and can be analyzed using

moral philosophical approach. The view of morals is classified into two parts, namely moral values and life philosophy.

2.3.3 Life Philosophy

Life Philosophy is the foundation of person's life in carrying out an action. Humans are intelligent beings with moral sense that can distinguish between what is right and what is wrong. It can be seen from the lives portrayed in Charles Dickens' novel *Great Expectations*, where they are required to work hard to have life guidelines in action so that their actions can be accounted for, in the norms that they believe and apply in that society, in Johnson, (1971)



CHAPTER III

METHODOLOGY

Methodical techniques are used by researchers to solve scientific research problems. The method used is the method of data analysis, research design, data collection methods, and analysis of the presentation of the results.

3.1 Research Design

The design in the research uses a qualitative descriptive design. Creswell, (2014) argued that the descriptive qualitative design was research that focuses on the symptoms of human life so that it can be used in analyzing the symptoms that occur in everyday life. So, in this study the researchers used qualitative descriptive because the data found in the form of sentences and will be analyzed the types of moral values and the effect of moral philosophy on moral values of society in Charles Dickens' novel *Great Expectations*.

3.1.1 Qualitative Research

Qualitative research, in addition to its association with non-numerical data analysis, possesses six key characteristics as proposed by Creswell (2012). The first involves exploring an issue to develop a profound understanding of a central phenomenon. Subsequently, it requires a literature review, albeit playing a minor role in justifying the problem. The third characteristic is to define the objective and research questions broadly, aligning with participants' experiences. Following this, data is gathered through words from a limited number of individuals to capture



s' perspectives. The collected data is then analyzed for description using
ysis, interpreting the broader meaning of the findings. The final