

**MORAL VALUES IN CHARLES DICKENS' *GREAT EXPECTATIONS*  
AND ITS RELATION TO CHARACTER EDUCATION**



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**ABSTRACT**

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The issue of moral crisis in the society is increasingly rampant regardless of age. Noticing that condition, it was clear that the existence of moral value was greatly important. A moral value was a set of principles that are guiding humans in dealing with life. Based on that, this research purposed to find out the moral values, the construction of moral values, and its relations to character education on Charles Dickens' *Great Expectations*. This research is descriptive qualitative, the moral values, the construction, and its relation to character education were found out by using affective theory. After analyzing Charles Dickens' *Great Expectations*, the researcher found there were 19 types of moral values which were classified into three relationships; man relationship with himself, the relationship of humans with other humans, and human relationship with God. In addition, it was found that the moral values were portrayed in the four different forms, namely word, phrase, clause, and sentence. The character education is related to moral values in Charles Dickens' *Great Expectations* in which each character education value which was found in the moral value type contributed to the character education. Subsequently, the activities of learning such as; reading a story which was based on the moral values in Charles Dickens' *Great Expectations*, describing their understanding regarding the story, and rewriting another story with the same moral value were ways to embed the expected character through affective theory.

*Keywords: Moral Values, Charles Dickens' Great Expectations, Character Education*

## ABSTRAK

### NILAI-NILAI MORAL DALAM NOVEL *GREAT EXPECTATIONS* DARI CHARLES DICKENS DAN HUBUNGANNYA DENGAN PENDIDIKAN KARAKTER

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Masalah krisis moral di masyarakat semakin marak tanpa memandang usia. Menyadari kondisi itu, jelas bahwa keberadaan nilai moral sangat penting. Nilai moral adalah seperangkat prinsip yang membimbing manusia dalam menghadapi kehidupan. Berdasarkan hal tersebut, penelitian ini bertujuan untuk mengetahui nilai-nilai moral, konstruksi nilai-nilai moral, dan hubungannya dengan pendidikan karakter dalam novel *Great Expectations* dari Charles Dickens. Penelitian ini bersifat deskriptif kualitatif, nilai-nilai moral, konstruksi, dan hubungannya dengan pendidikan karakter ditemukan dengan menggunakan teori afektif. Setelah menganalisis novel *Great Expectations* dari Charles Dickens, peneliti menemukan ada 19 jenis nilai moral yang diklasifikasikan menjadi tiga hubungan; hubungan manusia dengan dirinya sendiri, hubungan manusia dengan manusia lain, dan hubungan manusia dengan Tuhan. Selain itu, ditemukan bahwa nilai-nilai moral digambarkan dalam empat bentuk yang berbeda, yaitu kata, frasa, klausa, dan kalimat. Pendidikan karakter terkait dengan nilai-nilai moral dalam novel *Great Expectations* dari Charles Dickens di mana setiap nilai pendidikan karakter yang ditemukan dalam jenis nilai moral berkontribusi pada pendidikan karakter. Selanjutnya, kegiatan belajar seperti; membaca sebuah cerita yang didasarkan pada nilai-nilai moral dalam novel *Great Expectations* dari Charles Dickens, menggambarkan pemahaman mereka mengenai cerita, dan menulis ulang cerita lain dengan nilai moral yang sama adalah cara-cara untuk menanamkan karakter yang diharapkan melalui teori afektif.

*Kata kunci: Nilai-Nilai Moral, Novel Great Expectations dari Charles Dickens, Pendidikan Karakter*

## **INTRODUCTION**

Moral value is an instruction to do the right. A human who has a moral value obeys a regulation that has been agreed in a certain social group. The regulation should be every right thing that brings the advantage of the life processes. When the regulation brings the disadvantage for human's character building, it is not a part of moral value (Jahja, 2011: 50).

In addition, Zubaedy (2011: 55-57) confirmed that moral value is very useful in shaping children's good character. Hence, children since a toddler should be familiarized or placed in simplest moral values learning such as the good behavior of parents or people around. Through the way of making children accustomed, moral intelligence that could help children in social life can grow. Moral intelligence can help children in avoiding the misdeed and remain to have a good behavior. It is known that a value can change, it can grow greatly or degraded terribly.

Degradation of moral values relates to a decreasing stage behavior of certain people or groups. A degradation of moral values means that a change of good behavior to wrong behavior such as the action of taking revenge, assault, isolation, bullying, taking of other goods/stealing, truancy, cheating, drugs, brawl, drunk, free sex, rape, hedonism, etc. To overcome those moral crises, character education becomes the appropriate solution. In regard to that, Indonesian Government establishes K 13. The focus of that curriculum is the strengthening of character building which the emphasized aspects such as cognitive, affective and psychomotor.

Besides, Ghosn stated that "Literature or literary work especially a novel is perceived as a social agent means that it deals with some aspects of human conditions and can thus contribute to the emotional development of a child and foster interpersonal and intercultural attitude"(2002, 173).

Thus it shows that character education can be conducted through literary work especially novel. Based on the statements above, literature can be a tool of character education to minimize and even diminish the unwanted behavior, attitude, and utterance. It can influence people through the words or message written implicitly or explicitly in the literary work.

*Great Expectations*, a novel written by Charles Dickens will be analyzed because this novel has the enormous interesting points that attract the researcher to conduct a research. This novel tells about a personal development of an orphan boy who lived with his abusive sister and a kind-hearted brother-in-law. A boy who got luck and had great expectations in life, although he lost both luck and expectations, at last, he learned the meaning of friendship, happiness, and love. Through all things happened, he became a better person. Besides, this novel also tells about other characters' life stories that also fascinating to be analyzed.

Referring to the rationale above, the researcher is interested in conducting a research entitled an analysis of moral values on Charles Dickens' *Great Expectations* and Its Relation to Character Education.

Furthermore, based on this background, three research questions of this research are; a). What are moral values presented in Charles Dickens' *Great Expectations*? B). How are moral values being portrayed in Charles Dickens' *Great Expectations*? 3). How are moral values in Charles Dickens' *Great Expectations* related to character education?

The purpose of the study is to find out a) What moral values are presented in Charles Dickens' *Great Expectations*, b). How moral values are being portrayed in Charles Dickens' *Great Expectations*, and c). How moral values in Charles Dickens' *Great Expectations* are related to Character Education.

## **REVIEW OF RELATED LITERATURE**

### **Moral Value**

A moral is defined as a good and bad principle that exists and created within a person. It has been possessed by the human during the life period not limited to the growth and development of human beings. However moral is in the form of rule. It has a role in guiding or managing the behavior, attitude and utterance of a person in dealing with society. (Jahja, 2011: 50).

In fiction especially novel, moral value is known as one of messages that an author wants to convey through his works. It is a lesson that can be taken or inferred in a fiction. Moral value is an intrinsic element in literary work and it is known as a guidance and suggestion that is practical for readers in their daily lives. Nurgiyantoro (2009: 321) stated

that moral in a story is commonly meant as a suggestion that according to certain practical moral teaching that can be taken or interpreted through a story that has relation to the readers (In Setyawati, 2013: 17). It is a direction that is intentionally given by author about a variety of conducts and manners. It is practical because it can be shown or found, In the real life, as a model that displayed through attitude, behavior, and utterance of actors and actress.

### **Character Education**

A character is a personality of an individual that is shaped by the internalization of virtues. Those virtues consist of moral values such as honesty, respectability, trustworthiness that is believed and implemented as a base of attitude and behavior (Faturrahman et al, 2012: 44). In similar to that, Jalaluddin and Idi (2011: 213) also stated that a character is a formation of personality that has been part of individual's life and shown from the behavior.

Moreover, it is argued that a character is a persistent distinctive trait which makes a difference among people. It consists of an attitude, behavior, thought, words of people that become his identity as an individual. A character can be classified into good and bad. People who always show the behavior such as insulting people, it says as possessing a bad character meanwhile a person who is always honest and helpful stated as possessing a good character (Zubaedy, 2011: 9-12).

Furthermore, Jalaluddin and Idi (2011: 214) argued that an education can develop the good potential and minimize the bad potential in human beings to which it is known that the human traits are influenced also by the education that they obtain. In their book, they claimed that character is a quality of moral and mentality in which its formation is affected by nature and nurture. In fact, a human is born with a good character means that a base of human's character is good but the life gives changes on the character formation (Zubaedy, 2011: 20). That good and bad behavior can be a character of a person if the time of the particular person to expose to the certain circumstance is optimized.

In addition, Faturrahman, et. al (2012: 45) stated that a character can be changed or formed through an education to which education is explained as an intentional effort and systematic in developing a student potential. Zubaedy (2011: 20) indicated that a character

education is a deliberate and planned effort that conducted truly to comprehend, create, foster ethics values.

## **Theoretical Frameworks**

### **Affective Theory**

Affective is an education to form the attitude of a person (Mursal: 2011) It gives emphasis in emotional or conscience and has value internalizations. To which it is connected to a system of life values, attitude, and belief to develop moral and behavior of human beings.

It is a theory that arouses and encourages readers to discover the message that contains in literary work. It gives influence towards a person who comes across the writings through the serving of moral values in the writing itself. The influence of literature is not limited to the entertainment but it gives a large number of contributions in the change and development of attitude and human being behavior (Nuriadi, 2016: 21-27).

### **Universal Moral Values**

Universal moral values are the answer for the conflicts in value and moral dilemmas, it helps people grapple with both and it improves worldwide communication and cooperation hence future survival of world depends on global ethics acceptance (Christian and Trabell 1997; Bell, 1994).

According to Kinnier, et al (2000) claimed that there are four forms of universal moral values that based on the result of consulting of seven religions holy books and three secular organizations. These universal moral values forms can be a framework for solving the recurrent conflict among individuals.

1. Recognition of the higher one existence and do the command from that, keep searching for and upholding the truth and justice.
2. Respect and care yourselves, do not be arrogant and selfish but show humility and do things based on your conscience as well as accept things that happen due to your own action.
3. Aware that humans are brothers and sisters, They must respect, care, serve, be helpful for others and avoid all kinds of hurt action towards others.



4. Aware that we need the others living things and environment thus to preserve and keep those to remain good are our duty.

Similar to that, Nurgiyantoro (2009: 324), cited in Setywati (2013: 15-17) confirmed that there are four forms of moral values:

1. The Human Relationship with God
2. Relation of a man with himself
3. The human relationship with other human beings.
4. The human relationship with the environment

### **Character Education Values**

Daniel Goleman (1999) in Adisusilo (2011: 80-81) mentioned that character education is a value education that consists of nine basics of values that has relation to one another. In which to successfully internalize these values in human beings means that it has been created human beings with a character that is expected.

There are nine values: Responsibility, Respect, Fairness, Courage, honesty, Citizenship Self-Discipline, Caring, Perseverance. Based on Kemendiknas (2010: 9), cited in Mansur (2014) clarified that there are 18 values that are used to build a character: Religious, Honest, Tolerance, Discipline, Hard work, Creative, Independence, Democratic, Curiosity, Spirit of Nationality, Love of the homeland, To Appreciate Achievement, Friendly/Communicative, Pacifist, Likes to read, Concerned about environment, Social care, Responsibility

In addition, Lickona in Zubaedy clarified that “ character has a connection to the three moral components; moral concept, moral feeling, and moral behavior. based on the three components, it can be stated that a good character supported by knowledge of goodness, desire to do good and doing good deeds. Thus the completeness of person’s moral components will form a good character” (2011: 29-30). Moreover, a person who stated as having character as if the person is successfully embracing values and beliefs that expected by the society as well as a moral strength in his life ( Adisusilo, 2011: 70).

## RESEARCH DESIGN

This research is descriptive qualitative research. The main or primary data in this study is taken from Charles Dickens' *Great Expectations*. Meanwhile, the secondary data is taken from books, journals, and other resources which are related to the topic.

This study uses library research with documentation. It is the method that would collect the data from primary and secondary data. In collecting the data, the researcher utilizes following steps; First, Reading Charles Dickens' *Great Expectations* repeatedly and identifying the moral values that are in the novel. Then, Quoting the relevant data from relevant sources such as books, journal, others academic writing that support the research. Next, classifying the required data to answer the statement of problems correctly. Lastly, verifying the data to answer the statement of the problem.

Meanwhile, in Analyzing data, the researcher uses qualitative descriptive method with the following steps; namely, a) Describing the moral values presented in Charles Dickens' *Great Expectations* based on universal moral values and affective theory, C). Explaining how the moral values are being portrayed in Charles Dickens' *Great Expectations* whether it is portrayed through word, clause, phrase, and sentence. C). Explaining how the moral values in the novel are related to character education, and D). Concluding based on data analysis.

## FINDING AND DISCUSSION

### Finding

After presenting the classification of moral values in Charles Dickens' *Great Expectations*, It is found that there are 19 types of moral values which classified into three relationships; the man relationship with himself, the relationship of humans with other humans, and human relationship with God. First, man relationship with himself such as courage, honesty, forgiveness, steadfastness, sincerity, patience, self-improvement, and positive thinking. Second, the relationship of humans with other humans such as gratitude, respectability, generosity, love and affection, friendship, cooperativeness, sympathy, kind-hearted, trustworthiness, and responsibility. Lastly, the human relationship with God such as saying a prayer. The three forms of moral values mentioned before can be classified from the most frequent type to the least one. The category of human relationship with other

humans ranks as the highest category; the second one after that is the relationship of the man with himself, and the last one is the human relationship with God. It also appears that the most frequent moral value in terms of the man relationship with himself are honesty and self-improvement. Then, It is followed by the most dominant value in terms of the relationship of humans with other humans namely gratitude; love and affection. Lastly, The third moral value form is a human relationship with God namely saying a prayer.

Moreover, it is found that the moral values are portrayed in the four different forms; namely, word, phrase, clause, and sentence. Clause ranks as the highest form, followed by sentence, phrase, and word. The moral values which are found in the form of clauses are 44 quotes, sentences are 23 quotes, phrases are 7, and words are 2.

Subsequently, it is also found that the relation of 19 moral values types which are classified in the three forms of moral values to character education values are because each moral value type has provided the lesson in which the lesson influences and builds a character in people who read each quote served in the form of a moral value. Besides, the way of that influence is from the affective theory in which known as an education to form an attitude that was done by a teacher through learning activities; such as asking the students to read a story which was based on the moral values found in Charles Dickens' *Great Expectations*, writing their understanding regarding the story, and rewriting the another story with the same moral value. Thus, a completeness of moral components will be attained and the expected characters can be inculcated successfully within students.

## **Discussion**

### **Moral Values in Charles Dickens' *Great Expectations***

After the researcher read, understood and analyzed Charles Dickens' *Great Expectations*, the researcher found that there are some moral values in Charles Dickens' *Great Expectations*. These types of moral values are related to issues of life and the lives of the characters. Those types of moral values are classified into three forms of moral values: the man relationship either with himself, other humans, or God, which are known as universal moral values based on Kinner et al (2000); Nurgiyantoro (2009; 324) in Setyawati (2013). Besides, it also uses affective perspective by Roman Jakobson that sees a literary work not only as an entertainment but also as a useful thing.

## **a) Man Relationship with Himself**

In this relationship, there are eight moral values; courage, honesty, forgiveness, steadfastness, sincerity, patience, self-improvement, and positive thinking. However as stated in the finding that Honesty and self-improvement are the two that most dominant among others.

### **1. Honesty**

It is a quality of being honest which shows fairness and sincerity. An honest person will tell the truth about everything even after doing something wrong. This moral value implies a refusal to lie, stay still, or deceive in any way (Hornby, 2010:721). This quote below was one of quotes from this type of moral value.

"I am afraid you won't leave any of it for him," said I, timidly  
(Dickens, 1861: 18).

Pip was an honest person. He really did not have to say what he saw but he made Magwitch knew whom he had just seen before meeting Magwitch, where in fact, in such a situation, he did not need to care about anything else that was going on.

Honesty is a moral value that is important to be possessed and showed to others. If we loved a person, we had to tell them how our feeling. As it is known that to detain just the same as giving the chance for other ones to take. That is why we better do not let time go by vainly. Things we have to do is make use of it. However, there is a time that we have to consider our desicion. To tell the truth, it has to be based on the situation that we face so that it does not bring the harm for ourselves and others.

### **2. Self-Improvement**

This is a state of striving to be even better either in status, education, character, and so on. Self-improvement needs to be owned by everyone who lives his life because it encourages people to take a step forward, it also stops people from being in a feeling of failure and misery. Moreover, it gives a positive pressure for others in achieving the

required goal. In Charles Dickens' *Great Expectations*, this moral value was depicted in some quotes. Here is was one of quotes. The quote below was from Pip, a boy who was asked to play in Miss. Havisham's house. A young lady named Estella who was adopted by Miss. Havisham treated Pip badly. She disdained him by saying how coarse his hands were, how thick his boot was and how unskillful the way that he played a card. Having insulted by the girl, made Pip did not want to be seen common any more. He tried to look less common and also started learning how to write and read from his friend, Bidly.

That was a memorable day to me, for it made great changes in me.  
(Dickens, 1861: 74).

This quote above showed how Pip wanted to be better and more respected. He even also learned things that were done by a gentleman, because it was known that lower class such him was difficult to get a chance in getting an education at that time.

From this moral value, we know that to fix the situation which has ruined is important rather than doing a self-destruction. Because by improving ourselves to be better, we are going to see a hope and a better future to live a life. In which that also shows that every person has a chance to change to be better. While self-destruction just makes people end with misery.

## **b) The Relationship of Human with Other Humans**

In this relationship, there are found about ten types of moral value; gratitude, respectability, generosity, love and affection, friendship, cooperativeness, sympathy, kind-hearted, responsibility, and trustworthiness. However, gratitude; love and affection were the two moral values types that most found.

### **1. Gratitude**

Gratitude is a state of being grateful for the thing we get from God or other people. Being grateful can be shown either in words or actions. This can be easily done but it does not cover the possibility that there are still many people who find it is difficult to show gratitude to others who give them help. In Charles Dickens' *Great Expectations*, this type was shown through some quotes. Here is one of the quotes that shows a gratitude.

He looked it out from a handful of small change, folded it in some crumpled paper, and gave it to me. "Yours!" said he. "Mind! Your own." I thanked him...  
(Dickens, 1861: 80).

Pip was a seven-year-old boy at that time, but he understood a manner like saying the gratitude when others gave something to him. He actually did not know the man who gave him money and he also saw something which was weird from this man, to which this man was a lawyer who was trusted by Magwitch to give the money for Pip.

Being grateful is one way that shows how we feel about the things others do for us. In addition, being grateful also shows that their existence has brought benefits to others and encourage others to continue to do good deeds. Not only that, with gratitude we will understand that every achievement in life should be grateful. Grateful is not only based on the utterance but it is also accordance with the action; such as Pip that did not leave Magwitch, his benefactor, when this old man was in critical condition.

## **2. Love and Affection**

Love is a strong feeling or a deep affection for somebody or something especially the ones we love such as a family, a friend, a romantic partner, etc. (Hornby, 2010: 884). Affection is an emotional state of liking or loving somebody or something very much and caring about them (Hornby, 2010: 24). In Charles Dickens' *Great Expectations*, this type of moral value where found in some quotes. Here is below was one of the quotes.

The fear of losing Joe's confidence,  
and of thenceforth sitting in the chimney corner at night staring drearily  
at my forever lost companion and friend, tied up my tongue  
(Dickens, 1861: 41).

It demonstrated that Pip was forced by himself to hide the truth about what he really knew. He regretted doing it but he kept it hidden and tried not to repeat it again, because he did not want Joe to stop believing him.

From the quote above, we know that people who have love and affection for others, will care, protect, accept, and feel that those people are their responsibility. In which those are shown by some characters in Charles Dickens' *Great Expectations*. Besides, they will not feel hurt if their love and affection are not appreciated or the ones whom they have love and affection towards do not have the same feeling for them. For them, by showing their love and affection towards the particular people are more than enough.

### **c) The Human Relationship with God.**

In this relationship, there is only one type of moral value; saying a prayer in which it is found that there are two quotes found for this type of moral value

#### **1. Saying a prayer**

Generally, ones say a prayer for the sake of things they need to be granted and calm themselves from difficulty. It is also a means of communication with God. In Charles Dickens' *Great Expectations*, the figure of Pip realized that he had God, although high social status had influenced him, which was proven when Magwitch died.

and I knew there were no better words that I could say beside his bed, than "O Lord, be merciful to him a sinner!" (Dickens, 1861: 484).

The quote above stated by Pip when Pip saw the Magwitch gone forever. Pip prayed to God so that Magwitch could be forgiven for all his mistakes during his life and accepted in heaven.

From this moral value, we learn that saying a prayer is a way to communicate with God. So through saying a prayer, everything we expect and we try to gain can be achieved because trying to work or study without saying a prayer is futile.

## The portrayal of Moral Values Found in Charles Dickens' *Great Expectations*

Moral values in Charles Dickens' *Great Expectations* are found in the form below. There are in forms of sentence, clause, phrase, and word. Here is below one quote from each form.

### 1. Sentence

"How are you living?" I asked him. "I've been a sheep-farmer, stock-breeder, other trades besides, away in the new world," said he.

(Dickens, 1861: 333).

This is a moral value of self-improvement that is portrayed in the form of a sentence. It is said as a sentence because it has been complete.

### 2. Clause

Put me aside for ever,—you have done so, I well know,—but bestow yourself on some worthier person than Drummle.

(Dickens, 1861: 380).

This is a moral value of love and affection that is portrayed in the form of a clause. It is said as a clause because before the underlined clause, there is another clause before that. In addition, the existence of the underlined clause is incomplete if the previous clause does not exist.

### 3. Phrase

...receive my humble thanks for all you have done for me...

(Dickens, 1861: 504).

This is a moral value of gratitude that is portrayed in the form of a phrase. It is said as a phrase because it is in a clause and it does not have a subject and adverb as well as consists of three words.

### 4. Word

"Look at me," said Miss Havisham. "You are not afraid of a woman who has never seen the sun since you were born?" I regret to state that I was not afraid of telling the enormous lie comprehended in the answer "No." (Dickens, 1861: 59).

This is a moral value of respectability that is portrayed in the form of a word. It is said as a word because it just consists of one word.



## The Relation of Moral Values to Character Education

In Charles Dickens' *Great Expectations* found that there are 19 types of moral values and those have relation to character education. As stated by Lickona in Zubaedy clarified that "character has a connection to the three moral components; moral concept, moral feeling, and moral behavior. Based on the three components, it can be stated that a good character supported by knowledge of goodness, desire to do good and doing good deeds. The completeness of person's moral components will form a good character" (2011: 29-30).

Moreover, a person who stated as having character as if the person is successfully embracing values and beliefs that expected by the society as well as a moral strength in his life (Adisusilo, 2011: 70). Those all character education values are able to be obtained through the moral values which are read, as in Mursal (2011) claimed that affective is an education to form an attitude, in which it gives an emphasis in emotional or conscience and has value internalization. Then, teacher is a role in giving the affective. The action that could be taken by the teacher, firstly, asking the students to read a story which was designed according to the moral values obtained in Charles Dickens' *Great Expectations*. Secondly, make sure the students understand the story and give them a chance to describe what they understand. Finally, asking them to make another story with the moral value that they get from the story.

By doing this task, the students will not only get the points from what they learn meaning that they are not only successful in obtaining moral component such as knowledge, they also get the other components; that is, desire to do good and doing good deeds. In which the completeness of the three components meaning that the expected character is formed. Further, it is also found that there are about nine character education values that can be obtained through the nineteen moral values in Charles Dickens' *Great Expectations*. Those are;

No	Character Education Value	Moral Value
1	Courage	Courage
2	Honest	Honesty and Trustworthiness
3	Pacifist	Forgiveness

4	Respect	Respectability
5	Caring	Sincerity, Generosity, Love and Affection, Friendship, Cooperativeness, Sympathy, Kind-Hearted, Responsibility.
6	Hard-Work	Self-Improvement and Positive Thinking
7	To Appreciate Achievement	Gratitude
8	Perseverance	Steadfastness and Patience
9	Religious	Saying A Prayer

## CONCLUSION AND DISCUSSION

### Conclusion

In Charles Dickens' *Great Expectations*, There are nineteen types of moral values which are classified into three forms; man relationship with himself, other humans, and God. Those all moral values are being portrayed through clause, sentence, phrase and word. Further, character education values which were found in the three forms of moral values contributed to the character education. In which also Charles Dickens' *Great Expectations* was served as a source of teaching using affective theory promoted by a teacher through the activities of learning. From that, a student can learn the lesson that taught from each moral value as a guide to living the life and builds characters that are basic to be possessed such as caring, honest, respect, pacifist, and etc.

In short, every moral value found in Charles Dickens' *Great Expectations* teaches us to be better either attitude, behavior, and utterance through character education.

### Suggestions

Based on the results and discussion of this research, there are some suggestions that the writer intends to convey:

- 1.Charles Dickens' *Great Expectations* is an interesting novel. The researcher invites other researchers to analyze other aspects besides moral values in this novel
- 2.Moral value is important in human's life to differentiate the good and bad behavior and attitude. Thus, humans must introduce this aspect earlier to their children. Besides the

family environment, the education like reading literature can be useful to obtain the lesson of moral value because literature serves humans' values, interests, feeling, and problems

3. Moral Values which are found in Charles Dickens' *Great Expectations*, can be used by a teacher, as a way to build a good character within his students.

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