

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the study. This includes the object of the study, research question, research methodology, technique of the data analysis, source of the data, and data presentation.

3.1 The Object of the Study

This study attempts to analyze moral values embodied in children's book. The object used in this study is a children's book entitled *Eight O'clock Tales*, written by Enid Blyton and published in 2008.

Eight O'clock Tales is a fantasy fiction in which the characters are mostly animals and toys. Since it is a fantasy fiction, all of the stories involve magic. It was first published in Great Britain in 1944. It features eleven short stories, they are; *The Good Turn*, *The Boy Who Heard Too Much*, *The Skittle Policeman*, *Tick-Tock Tea's Party*, *The Runaway Donkey*, *The Surprise Party*, *The Enchanted Doll*, *When the Toys Came Alive*, *The Brownie who Pulled Faces*, *All the Way to Toytown*, and *Poor Old Scarecrow!*. *Eight O'clock Tales* is the last series of *O'clock Tales* compilations.

This children's book is chosen because it is likely to have moral values embodied in the stories. It is, therefore, in line with the aim of this present study that focuses on finding out the moral values and categorizing them based on 2013 curriculum.

3.2 Research Question

This study tries to seek the answer of the following question:

1. What are the moral values embodied in children's book *Eight O'clock Tales* written by Enid Blyton?

3.3 Research Methodology

Since the data used in this present study are in the form of text, qualitative study which employs descriptive textual analysis is chosen. According to Hancock (2002), a research based on qualitative method “focuses on description and interpretation that may lead to development of new concepts or theory” in order to help people understand the subject of the study. By using qualitative method which is supported by textual analysis, the collected data are identified in order to meet the aim of the study. Moreover, Maxwell (1996) states that qualitative study focuses on certain events not numbers, but more on words.

In addition, Alwasilah suggests that there are four actions that the researchers should fulfill: (1) establishing familiarity with the respondents, (2) determining the sample, (3) collecting the data, and (4) analyzing the data (Alwasilah, 2000, p. 100).

Textual analysis used in this qualitative study is defined as a technique to gather the data (McKee, 2001). Textual analysis is used as the research technique to identify the moral values embodied in the children’s book *Eight O’clock Tales* (2008) written by Enid Blyton. This technique is useful for researchers ‘who want to understand the ways in which, in particular cultures at particular times, people make sense of the world around them’ (ibid.)

3.4 Research Procedures

In conducting the present study, the following steps have been taken as follow:

1. Reading carefully throughout the children’s book multiple times in order to understand and to unearth the moral values embodied in *Eight O’clock Tales* by Enid Blyton (2008).

2. Highlighting the textual evidences related to the moral values necessitated by social attitudes competence in Indonesia 2013 curriculum.
3. Writing a brief note in the highlighted textual evidences in order to simply identify how these values are suitable for student's character education.
4. Listing the textual evidences in the form of table based on the notes so that the moral values embodied in the children's book and their relation to character education can be easily categorized for further analysis.
5. Analyzing the textual evidences as well as presenting the data framed within the related theories in order to answer the research questions.
6. Discussing the findings of the research so that the conclusion can be drawn.

3.5 Data Source

The data in this present study are gathered from the children's book *Eight O'clock Tales* written by Enid Blyton and published in 2008.

3.6 Data presentation

To achieve the goal of this present study, the data are divided into nine sections. These sections are related to the moral values based on what has been stated in social attitudes competence in 2013 curriculum. Those sections consist of the data presentation of moral values namely *honesty, discipline, responsibility, being polite, care, teamwork, peace (care for peace), being confident to interact with families, friends, teachers, and neighbors, and being responsive and proactive*. The collected data are presented in the form of the tables as follow.

Table 3.1

Example of the moral value of Honesty

No	Short Story	Character	Textual Evidence	Analysis/Comment
1.	Tick Tock's Tea Party	Tick-Tock the brownie, he lives with his enchanter Wind-Whistle. He keeps his house neat and tidy for him. He cooks his meals, washes his clothes, and sometimes helps Wind-Whistle with his spells.	<p>'I'm going to the Blue Hills with the princess and her ladies,' he said. 'She needs my help. Look after my house and see nothing goes wrong. And don't meddle with any magic or you will be sorry!' said Wind-Whistle. (p. 47)</p> <p>By six o'clock Wind-Whistle and the ladies were gone and Tick-Tock was left alone.(p. 47)</p> <p>'Why shouldn't I give a tea-party and make all the cakes and things appear!' he shouted. I can wear the enchanter's magic clock, and then all the things I say will come true too. Oh how lovely! Won't I make everyone stare! My friends will think I'm an enchanter.' (p.</p>	<p>As it is seen on the textual evidence, Tick-Tock was dishonest for he pretends to be an enchanter. He could not do any magic, but the enchanter could. Tick-tock, in this case, had an idea to make a tea party and use the enchanter's clock in order to impress his friends. This is an act of cheating and deceiving. Lickona (1991) argues that "honesty is one of a form of respects. When a person does not do cheating, deceiving, or stealing, it means the person respects another person." (Lickona, 1991, p. 74).</p> <p>As Tick-Tock pretended to be an enchanter and could do the magic, thus the chaos and disharmony came out. The magic he did is no longer in an order as illustrated on the textual evidence. When honesty is not embedded in one's self then chaos and disharmony will control the situation as what Wijaya (2008) argues that "cheating is a form of dishonesty that often happens in life. When honesty is lost, then chaos and disharmony will take over the situation." (Wijaya, 2008, cited in Emosdi, 2013).</p>

			<p>47) So the guests began eating – but, dear me, they couldn’t eat nearly as fast as those cakes, jams, and butter appeared! Soon the tablecloth was in a dreadful mess, for the jam slid over the edge of the pot and dripped on the table, and the butter flopped down too, while the marmalade was in big blobs all around its dish. The cakes no longer fell on the dishes as they appeared out of the air, but bounced straight on to the table, scattering crumbs all over the place.(p. 51)</p>	
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Table 3.2

Example of the value of Discipline

No	Short Story	Character	Textual Evidence	Analysis/Comment
1.	The Boy Who Heard Too	Harold, he has very sharp ears. He hears	His mother used to get angry with him. ‘Something will happen to	Discipline is one of forms of respects. “Discipline makes us follow not our heart’s desire that leads to

	<p>Much</p>	<p>many things he should not hear. He listens hard whenever he thinks anyone is telling a secret.</p>	<p>you one day! she said. ‘And then you’ll be sorry you were such a nasty little listener!’ Something <i>did</i> happen as you will see! Poor silly Harold! (p. 13) ‘Oh, so it’s <i>you</i>, is it!’ said Mother Two-Shoes, who knew very well what Harold was like. ‘Listening again, I suppose! I’ve just come to visit my poor old friend, Goody, and I’ve no secrets for you to hear, you nasty little boy. Come here!’ (p. 15) Harold rubbed his smarting ears. How long they seemed! The horrid old woman had pulled them quite out of shape! His ears had been pulled out as long as a hare’s ears! (p. 16)</p>	<p>self-destruction, but the positivewishes” (Lickona, 1991, p. 75). It can be learnt from the textual evidence that Harold does not have a self-discipline that causes him want to know other people’s business. His uncontrolled desire causes him to have a negative impact, which is his ears grow up every time he listens to someone’s business. The moral value of discipline is discovered in this story.</p>
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Table 3.3

Example of the moral value of Responsibility

No	Short Story	Character	Textual Evidence	Analysis
1.	The Good Turn	Billy, he is a small boy. He used to see Mr. Turnabout doing the good turns. He knows that Mr. Turnabout does not want to be thanked or rewarded but he wants people to pass the good turn instead.	Oh, Billy, but it would be dark down there and lonely, ’ said Wilfred, looking at his friend. ‘Wouldn’t you be frightened?’ ‘Only a bit,’ said Billy. ‘Anyway, I’ll try Wilfred.... Billy kept his word. (p. 3)	Thomas Lickona (1991) mentions that responsibility is “an act of helping each other and not to ignore somebody’s problem.” Moreover, he adds that “responsibility is also how we help others by keeping our commitment” (Lickona, 1991, p. 73). Based on the textual evidence, the character, Billy, kept his words to help his friend to find the marble even though he was afraid of the dark. Thus it can be concluded that Billy has the moral value of responsibility.

Table 3.4

Example of the moral value of Being Polite

No	Short Story	Character	Textual Evidence
1.	Tick-Tock’s Tea Party	Tick-Tock the brownie, he lives with his enchanter Wind-Whistle. He keeps his house neat and tidy for him. He cooks his meals, washes his clothes, and sometimes helps Wind-Whistle with	One afternoon there came a knock at the door and Tick-Tock went to open it. Outside stood the princess of the Blue hills and two of her court, come to visit the enchanter and take his advice. It was just tea-time and Tick-tock knew they would all stay tea – and oh, dear me – there were no cakes at all, hardly any jam, and just a pinch of tea!

		his spells.	‘Pray come inside!’ said Tick-Tock, bowing low, for he knew his manners very well. The princess came in, smelling very sweet and looking very lovely. Tick-tock gave her and the ladies-in-waiting some chairs in the drawing-room to tell Wind-Whistle of his royal visitor. (p. 43)
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Table 3.5

Example of moral value of Care

No	Short Story	Characters	Textual Evidence	Analysis
1.	The Runaway Donkey	Twiddle, a good-tempered gnome. He has a donkey named Kick-up. Kick-up is a bad-tempered donkey. When he is angry, he kicks up his hind legs. He complains a lot to his master, Twiddle, even though his master is very fond of him, and always tries to make him comfortable.	‘Have you seen a fat, grey donkey wearing a sun-hat? He asked Gobbo, who was feeding his hens in the back garden. ‘he’s run away.’ ‘Good riddance too!’ said Gobbo, at once. ‘Let’s hope he stays away.’ ‘But I’m lonely without him,’ said Twiddle. ‘ Poor old Twiddle’ said Gobbo. It’s a shame. Look, please will you accept three white hens from me for a present? They	The moral value of care is a part of responsibility values. “Caring about each other helps us to complete the act of responsibility over existing ethic-code all over the world” (Lickona, 1991, p. 75). In this story, Twiddle who lost his donkey is looking for him by asking his neighbors one by one. All the neighbors he asked about, every one of them is very pleased to hear that for the donkey has a very bad-temper But Twiddle is sad and lonely without his donkey. The act of caring for each other is shown on the textual evidence. Twiddle’s neighbor

			<p>will lay you lovely eggs for breakfast, and now that Kick-up is gone there is no one to grumble about their cackling.’ (p. 62-63)</p>	<p>gives him three white hens to accompany him and gives him eggs for breakfast. Lickona (1991) argues that caring about each other (meaning <i>sacrificing of</i>) helps us not to only know about what is our responsibility but also feel it” (Lickona, 1991, p. 75). Furthermore, he also states that “<i>think other</i> (care about each other) tends to be more open, this statement does not ask us to count how much we help others but to be always there when people need us” (Lickona, 1991, p. 73). If it is seen from the textual evidence, Twiddle’s neighbor is always there to help him going through his problem. This is an act of caring about each other.</p>
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Table 3.6

Example of the moral value of Teamwork

No	Short Story	Character	Textual Evidence	Analysis/comment
1.	The Surprise party	Teddy Bear, a brown teddy bear. He is miserable. He is a foolish fellow. He	Then the yellow duck suddenly thought of something. ‘Why,’ she said, flapping her plush wings in	Merriam Webster Dictionary defines <i>teamwork</i> as “the work done by people who work together as a team to do something” (Merriam-Webster, n.d.). Based on the textual evidence, in

		<p>thinks that nobody likes him.</p>	<p>delight, 'I know! It's the teddy bear's birthday on Saturday. He came from the same shop as I did, and I quite remember him telling me one day when his birthday was. Couldn't we give him a birthday party? That would be a wonderful surprise!</p> <p>'I will make the teddy bear a fine blue sash,' said the French doll, who was very clever with her fingers. 'He will like that to wear at his party.</p> <p>'And I will make some chocolate buns on the little stove in the doll's house,' said the sailor doll, who was really a very good cook.</p> <p>'I'll make some toffee! Cried the clockwork mouse. (p. 73)</p> <p>The toy went on with their plans for the</p>	<p>order to make a surprise party for Teddy Bear, his friends work together to make it come true. For instance, the French Doll says he would like to make the teddy bear a fine blue sash so the teddy bear could wear it on his party. Another example is that the sailor doll would like to make him some chocolate buns in the doll's house. These two examples indicate the teamwork value done by Teddy's friends so that his surprise party will come true and he will not be sad anymore.</p>
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			party. They decided to build a big house of the pink and blue bricks, and to hold the party there.	
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Table 3.7

Example of moral value of Peace (Care for peace)

No.	Short Story	Character	Textual Evidence	Analysis/Comment
1.	When the Toys Came Alive	Peter and Gwen. They live in a big house and have a wonderful nursery full of marvelous toys.	<p>‘Oh it’s dear old Monkey, that I used to cuddle each night!’ shouted Gwen. ‘Pussy, come and save us!’</p> <p>‘Monkey, tell these toys to untie me!’ shouted Peter, struggling hard to get free. But the toys held him tightly. (p. 110)</p> <p>‘What do you want?’ asked the rocking-horse with a snort.</p> <p>‘We’ve only just heard that Gwen and Peter are going to be punished unless a toy will speak for them and say that</p>	<p>Based on the passages, it can be seen that the characters, Gwen and Peter, are going to be punished for what they have done to the toys. Before executing the punishment, the judge asks the toys whether they have been kind to them or not. If there is no one that speaks for them, they will be punished.</p> <p>Just in time, the two toys that have been taken care of by these children come and speak for them so that the children will be set free.</p> <p>Through this event, it can be said that the toys trying to speak for the children care about them. Moreover, this act can make a peace between the characters and the other toys. According to Merriam-Webster Dictionary, peace is defined as “a state in which there is no war or fighting” (Merriam-Webster, n.d.). In</p>

			<p>they have been kind,' panted the monkey. 'Well, we've come to speak for them.'(p. 111)</p>	<p>social attitudes competence, this value is integrated with the value of care. Hence, it can be said that the value of peace necessitated is the way 'to treat something so that it stays in a good condition' (Macmillan, n.d.) meaning that it stays in a situation where 'there is no war or fighting' (Merriam-webster, n.d.).</p> <p>The toys who speak up for the characters keep the situation in a good condition. There will be no war or fighting happened between the characters and the other toys. Hence, peace can be created. From this story, the value of peace can be learnt.</p>
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Table 3.8

Example of moral value of Being Confident to Interact with Families, Friends, Teachers, or Neighbors

No	Short Story	Character	Textual Evidence	Analysis/Comment
1.	The Surprise Party	Teddy Bear, a brown teddy bear. He is miserable. He is a foolish fellow. He thinks that nobody likes him.	'I will run away!' he said to himself. 'Yes, I will! But first I'll go back and tell the toys just what I think of them. I'll tell them how horrid they are – how unkind – how selfish! I'll go straight back now and tell	The teddy bear is always sad because he thinks that nobody likes him, including his friends. He never talks to his friends or do things. When he hears a whisper that his friends are going to hold a party without inviting him, he becomes more mourned and angry. He encourages himself to talk to his friends how nasty, horrid, and selfish they are. Even

			<p>them! (p.76) Back he went to the nursery, quite determined to say some horrid things. It was just four o'clock when he arrived; the toys had finished getting ready for the party, and were standing in a line ready to sing the song that sailor doll had made up for them.</p> <p>The bear stamped into the nursery and glared round at the toys.</p> <p>'I've just come back to tell you what a lot of nast – ' he began – but he couldn't finish because at a sign from the sailor doll the toys opened their mouths and their breaks and began to sing very loudly. (p. 77)</p> <p>I know they toys are my friends, and I will be a friend to them.</p> <p>The teddy bear never forgot it. He is always planning lovely surprise for everyone, and he</p>	<p>though he is mistaken for what he thinks of his friends, he has already been able, at least, to talk to his friends about his feelings. As it is known that confidence in interacting with people is the ability to talk or to do things. And from this story, it can be learnt from the attitude of the character that he has that ability to, at least, talk to his friends. From this starting point, he finally makes friends as it is given in the textual evidence. This teaches the readers confidence.</p>
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			never <i>thinks</i> of sulking in a corner now! (p. 81)	
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Table 3.9

Example of the moral value of Being Responsive and Proactive.

No	Short Story	Character	Textual Evidence
1.	The Surprise Party	Teddy Bear, a brown teddy bear. He is miserable. He is a foolish fellow. He thinks that nobody likes him.	<p>As for the teddy himself, he was a foolish fellow. He thought that nobody liked him or wanted him. (p. 71)</p> <p>And the toys thought that it was too bad that he wouldn't join in anything – so you see things got worse and worse, and soon teddy bear went moped in a corner all day and wouldn't even answer when he was spoken to. (p. 70)</p> <p>The toys laughed about it at first – and then, because they were kind-hearted, they began to worry about the teddy bear. They sent to the pixie who lived in the pansy bed under the nursery window and asked him for his advice.(p. 71)</p> <p>'I'll tell you the best medicine for him' he said at last. 'Give him a great big surprise! That's the best cure for anyone who's moping'(p. 72)</p> <p>Well the toys sat in a corner together and talked about it. What kind of surprise could they give the teddy bear?(p. 72)</p>

The complete data presentation is available in the appendices section.