

AN ANALYSIS OF THE CHILDREN'S CHARACTERS IN ROALD DAHL'S NOVEL: *CHARLIE AND THE CHOCOLATE FACTORY*

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Abstract: Children's literature or children's books particularly by Roald Dahl have been adapted into many films and have received overwhelming response from children all over the world. Unlike novels for the adults, children's books explore the conflicts and challenge the children's characters encounter in their everyday lives. In addition, the issue of morality and moral values are always associated with the children's books. Thus, this research aims to discuss morality by analysing the children's characters in *Charlie and the chocolate factory* (1964) by Roald Dahl. The main focus of this study is the children's mature and immature morality that is potentially helpful to assist teachers and parents to be aware of the moral values highlighted in children's books. Gibbs' Revisionist Model is used in order to analyse the mature and immature morality of the children's characters. This study adopts a textual analysis in order to reveal the children's characters' morality and the moral values arising from the texts. The findings intend to demonstrate that children's books, particularly this novel, is relevant to be used as a medium to promote moral values.

Keywords: *moral development, morality, moral knowledge and moral values*

Abstrak: Kesusasteraan anak-anak dan novel anak-anak, terutama karya Roald Dahl telah diadaptasi ke dalam banyak film dan mendapat sambutan luar biasa dari anak-anak di seluruh dunia. Berlainan dengan novel untuk orang dewasa, novel anak-anak menjelajahi konflik, kekecewaan dan impian yang dialami oleh tokoh anak-anak dalam novel dalam menghadapi kehidupan sehari-hari mereka. Di samping itu, isu moral dan nilai-nilai moral senantiasanya dikaitkan dengan buku-buku anak-anak. Oleh sebab itu, kajian ini bertujuan untuk membahas moralitas dengan menganalisis tokoh anak-anak dalam *Charlie and the chocolate factory* (1964) karya Roald Dahl. Fokus utama kajian ini adalah menganalisis kematangan dan ketidakmatangan moral anak-anak dalam perwatakan di novel ini. Kajian ini berpotensi membantu para guru dan orang tua untuk mengetahui nilai-nilai moral yang diketengahkan dalam buku anak-anak. Model *Revisionist Gibbs* digunakan untuk menganalisis kematangan dan ketidakmatangan moralitas anak-anak dalam novel ini. Kajian ini memanfaatkan kaidah analisis tekstual untuk mengungkapkan kematangan dan ketidakmatangan moraliti kanak-kanak dan nilai moral yang lahir daripada teks. Hasil kajian ini menunjukkan bahawa kesusasteraan anak-anak dan buku untuk anak-anak adalah relevan digunakan sebagai medium untuk meningkatkan nilai moral.

Katakunci: *perkembangan moral, moralitas, pengetahuan moral dan nilai moral*

Hunt (1994) regarded children's literature as a piece of writing that is suitable and meant for children. Lim (2009), in her article

Writing for Asian children: history, fantasy, and identity, supported this view by claiming that "children's literature is a genre that is

quite distinctive from fictions for adults and has very much its own set of conventions" (p. 21). If literature deals with the range of human emotions and engages the readers' feelings and experience, children's literature helps children to explore their own thoughts and learn to understand others. Hafez (2002) claimed that "the books that children read will help mould and influence their view of life and the way they realise their experiences" (p. 158). This leads them to understand certain events and relate them with the situations in the real world. Besides, children's literature offers an opportunity for children to dwell on fantasy, cope with trauma and develop self-confidence during the childhood years. This is because this type of literature enhances the development of self-esteem among children.

Furthermore, children's literature is a powerful tool to promote moral values. Stories for children are significant as they have the elements of adventure, entertainment and education that teach children to behave in the society in a proper way (Coody, 1999). This also makes writers of children's books produce more writings for young readers. The story of *Alice's Adventures in Wonderland* by Lewis Carroll and *Hansel and Gretel* by Brothers Grimm for example, remain in children's hearts because of the adventures, magic, and fantasy that awaken children's imagination (Mikkelsen, 1997; Kow, 2007; Gruner, 2009). However, West (1988) believed that the novels that children like best are the ones that represent their own social and moral development. Thus, the books that look appealing to grownups might not be interesting to children since the way children perceive the world might be different from the way adults do.

In the modern era, there are a number of children's books written to meet the needs and pleasures of children apart from considering the moral values conveyed. To encourage children to read might be a difficult task for certain parents, since many children tend to dislike the books recommended by parents and teachers. Parents and

teachers usually feel a good book for children is the one that deals both with children's adventures and appropriate values. The characters in the stories, for example, must behave properly, while doing good deeds and respecting others is essential to educate the children. However, Mikkelsen (1997) stated that although these elements are important, good children's literature should also contain innovative ideas that stimulate children's emotions and imagination. Thus, encouraging children to judge the appropriateness of their behaviour can be observed through the characters in the children's stories since this enables them to relate their personal experiences and understand their parents' reactions if they behave in certain ways.

Children and books

Mikkelsen (2005) stated that childhood is the age when children respond to fantasy and adventures, and thus, using literature can help children to develop their self-confidence and morality. Apart from that, literature for children is able to promote moral values in dealing with the issues like trauma, self-confidence and interpreting the world (Biskin & Hoskisson, 1972; Dana & Lynch-Brown, 1991; Dowd & Haden, 1994; Sheinman, 1999; Binnendyk & Schonert-Reichl, 2002). Besides, science and technology also transmit children's literature to a film such as the success of the *Harry Potter* series by J.K Rowling, *Adventures of Huckleberry Finn* (1884) by Mark Twain and also *Alice in wonderland*, a fantasy adventure film released by the Walt Disney in 2010, which is adapted from the fantasy novel *Alice's adventures in wonderland* (1865) by Lewis Carroll.

Rokimin (2006), on the other hand, suggested that "the characters in novels should have distinctive personality features such as dynamism, determination, hardwork and so on" (p. 13) in order to convince the readers. The study on *Harry Potter* novels by Binnendyk & Schonert-Reichl (2002), for example, revealed that *Harry Potter* novels are significant to educate children's moral

behaviour and promote children's love of reading. Besides motivating children to read, literature could be used as a therapeutic tool in clinical practice since it is part of the children's experience (Haase, 2005).

Roald Dahl, children and education

According to Brotherson (2009), a survey conducted by National Education **Associations** between the years 1999 to 2000 reported that Roald Dahl's books were among the kids' top 100 books. Dahl has delighted children all over the world with exciting stories that enchanted children's lives. Among his famous books are *Matilda* (1988), *The BFG* (1982), *James and the Giant Peach* (1961), *Charlie and the Chocolate Factory* (1964) and *The Witches* (1983).

In his writing career, Dahl is famously known as an author who wrote humorous fantasy stories that are lovable among children despite his creative, cynical and witty style which critics described as violent and cruel (West, 1988; Cullingford, 1998, Szuber, 1999). Thus, his writing of children's books usually met with adults' disapproval and, according to West (1988) and Szuber (1999), *Charlie and the Chocolate Factory*, although being much loved by the children, came under attack for being racist through the characters of the Oompa Loompas (West, 1988). Although the attack on the depiction of the Oompa Loompas as racist raised public uproar, Dahl pointed out in West (1988) that Oompa Loompas in *Charlie and the Chocolate Factory* are "charming creatures, whereas the white kids in the book were, with the exception of Charlie, most unpleasant" (p. 72). To avoid the criticism, Dahl then revised the book by making the Oompa Loompas pink creatures that come from a remote island, instead of portraying them as black pygmies from Africa. In an article published in the *Horn Book Magazine* by Eleanor Cameron, she commented *Charlie and the Chocolate Factory* as "one of the most tasteless books ever written for children" (West, 1988, p. 71).

However, Szuber (1999) claimed that a literary critic like Eleanor Cameron has never explored Dahl's work through the interpretation of the comic grotesque and the culture of childhood. Szuber (1999) asserted that most literary critics adopt a limited and narrow interpretation on Dahl's work and if only Dahl's stories are interpreted in the aspects of folk humor and comic grotesque, they would realize that the negative remarks such as sadism and violence in his writing are always demoralised with humour. Due to this issue, Dahl's work should be interpreted in a positive light.

Upon various criticisms on his books, Dahl argued that his writing serves as a motivation for children to enjoy reading. In an interview in *Trust Your Children* (West, 1988), Dahl claimed:

My only purpose in writing books for children is to encourage them to develop a love of books. I'm not trying to indoctrinate them in any way. I'm trying to entertain them. If I can get a young person into the habit of reading and thinking that books are fun, then, with a bit of luck, that habit will continue through life. (pp. 73-74)

In order to encourage children to read, it is important to ensure the novels should be suitable with the level of children's moral reasoning, because children favour books that reflect their own social and moral development. Despite the great criticism on Dahl's *Charlie and the Chocolate Factory* (1964), I believe that this novel is able to inspire children through the characters presented in the novel. Dahl created a number of children's characters and some grownups in the stories to show how the children experience moral development. Thus, I am interested in choosing this novel to identify how the characters depict children's immature morality in terms of their behaviour in certain situations, their moral judgment in decision making and also their relationship with others. The children's mature and immature morality in this novel

will be my focus in this research. This is because the knowledge of children's mature and immature morality is important for parents and educators in order to understand children. This study would also help parents and educators to be aware of the moral values highlighted in this particular novel.

Children and moral development

Among the psychologists who had made major contribution to the children's moral development field is Lawrence Kohlberg, who had developed his moral development theory by explaining the origin of justice. However, Kohlberg's (1972) moral development theory was criticized by Gilligan (1977), for she claimed that the orientation of moral reasoning or justice is not the only element that represents an individual's moral behavior (Gibbs, 2003). Gibbs' (2003) model revised Kohlberg's (1972) moral development theory by emphasizing mature and immature morality of an individual. According to Gibbs (2003), immature morality represents immature moral judgment. Children learn that the punishment given makes the action wrong and any physical damage is a harmful act. Children with immature morality also possess egocentric orientation when morality is viewed as an exchange of favours, "I did this so you'd better do that for me," "pay them back if they've done it to you," or "what's in it for me?" before you help others (Gibbs, 2005, p. 148). Quite similarly to Kohlberg's pre-conventional stage, fairness is interpreted in a physical, pragmatic way and, reciprocity is a matter of "you scratch my back and I'll scratch yours" (Gibbs, 2003; Gibbs, 2005).

Gibbs (2003) also claimed that an individual with immature morality has trouble understanding the ideal mutuality in a relationship. For example, he or she tends to be self-centered, and thus, is better at detecting how others are unfair, rather than he or she is unfair to others (Gibbs, 2005). Moreover, an individual who depicts immature morality is of the view that everybody should have the right to think and

get what he or she wants and "may assert that nobody even the authority should boss anybody around" (Gibbs, 2005, p. 148).

Mature morality, on the other hand, defines moral judgment as mutual trust and understanding of others (Gibbs, 2005). This is when children try to make a good impression so that they can start a good relationship with others. This includes being nice and trying to understand other people's perspectives. For example, keeping a promise and being honest are common courtesy to make others trust you. Gibbs (2005) stated that children or youth who showed little or no moral judgment beyond immature morality are considered as not considering other people's perspectives.

Moreover, mature morality also focuses on societal expectations and ideal values (Gibbs, 2005). Children or youth contribute to the society by giving cooperation, showing respect and taking responsibilities for others. Through this action, a person is expected to maintain the values but at the same time consider the situation. A person should also portray honesty and justice in their relationships as a means to maintain a harmonious society.

Studies on Roald Dahl's works

Roald Dahl has been a very influential writer whose stories have been adapted to many films. Unlike other children's writers, Roald Dahl breaks free from the **conventional** children's books by writing about naughty children, hideous beasts and disgusting ideas (Szuber, 1999). Royer (1998) pointed out that most people evaluate his works as portraying positive impact to the readers, despite the great criticism received on his writings. Although humour is not the primary focus in this study, it is important to know that Roald Dahl's witty and humorous way of writing style has attracted children to read his books, and Dahl informed the world that he had completed his mission to encourage children to become readers (West, 1988). When *Matilda* came under attack, West (1992) claimed that critics often fail to notice the positive presentation of the

protagonist Matilda who is brilliant, brave and independent. Although she is still young, Matilda does not let her poor home life affect her self-esteem (Royer, 1998).

Royer (1998) also asserted that Dahl's theme portrays the belief that good and moral virtues triumph in a victory while evil will be punished and destroyed. Although some critics argued that Dahl's work depicts the negative portrayal of the adults, this type of element according to Royer (1998) gives inspiration for adolescent readers because there is a feeling of rebellion among them while developing their identity. Nevertheless, the positive element is injected in other characters such as the grandmother in *The Witches* when the grandmother said, "It doesn't matter who you are or what you look like so long as somebody loves you" (Royer, 1998).

Looking at Roald Dahl's work at the aspect of social criticism, Roald Dahl mostly used the representation of human flaws in his writing to convey certain social problems. Tumer (2009) in her research on *Roald's Dahl Work as a Means of Social Criticism* mentioned that Dahl used two techniques to depict his social criticism. The first technique is by ridiculing certain characters, and the second technique is by portraying a bad ending for the bad characters. As a result, Dahl's portrayal of social criticism brought different reactions to readers especially adults, due to its harsh treatment on the grown up characters in his novels. It is also argued that the brutal and evil punishment as portrayed in the novels might give a false impression to children that the values are acceptable in real life. Roald Dah in West (1998) defended his novels by claiming:

Children know that the violence in my stories is only make-believe. It's much like the violence in the old fairy tales, especially the Grimms' tales. These tales are pretty rough, but the violence is confined to a magical time and place. When violence is tied to fantasy and

humor, children find it more amusing than threatening. (p. 75)

Nevertheless, Szuber (1999) argued that most critics do not fully recognize the culture of childhood and its relation to the comic grotesque while evaluating Roald Dahl's work. She claimed that Dahl's works, which critics believed represented violence and cruelty, are part of the complex literary genre defined as the comic grotesque. Besides, to understand the comic grotesque through the point of view of a child, it is important to understand the children's humour. Zbaracki (2003) in his research about *Humor in Literature* stated that humour is essential in children's literature because "children are happy to laugh at mistakes made by other children, provided they no longer make the same mistakes" (p. 21). Szuber (1999) asserted that the narrow interpretation on Dahl's work by critics resembles Dahl's work in a negative light. This is because in the culture of childhood, "the grotesque element can be interpreted as a means of overcoming anxiety and oppression in a world governed by adult authority" (Szuber, 1999, p. 22).

After looking at the past studies done on Roald Dahl's work and considering the criticism, we can observe that Roald Dahl expresses the idea of morality through his work in a very extraordinary sense. This present study however, looks at the aspect of children's immature morality by analysing the children's characters in Roald Dahl's *Charlie and the Chocolate Factory*. Analysing the children's mature and immature morality would look at the concept of morality in depth, and this could also provide a means for the researcher to identify the moral values presented in this particular novel.

Moral education in Malaysian schools

According to the Ministry of Education, Malaysia (2000), moral education is implemented in the Malaysian primary and secondary schools to inculcate spiritual and moral awareness among students in the

context of religion, tradition and culture. With the moral education, students are expected to be morally and socially responsible for their decisions and actions. Mamat (2003) in her study on *Assessment in Moral Education at The Secondary School*

Level stated that there are 16 values congruent to the universal values being taught to school children to ensure healthy relationship among family members, peers and members of the society. The 16 values are listed below:

Compassion	Freedom	Moderation
Self-reliance	Courage	Gratitude
Humility	Rationality	Cooperation
Respect	Honesty	Public Spiritedness
Love	Diligence	Justice
Physical and Mental Cleanliness		

(Mamat, 2003, p. 130)

Mamat (2003) reported that Lemin, Potts and Weslford (1994) claimed these values are quite similar to the values applied in the programs in Ontario, Canada and Western Australia. Hence, it shows that these values are universally accepted and shared by people from different cultures and backgrounds.

METHOD

This study uses thematic analysis, and the analysis uses Gibb's (2003) Revisionist model to look at the mature and immature morality of the children characters. The characters' mature and immature morality are analysed based on the interaction with the peers and adults through the 16 values as implied in the Moral Education in Malaysia. In this study, the mature and immature morality is significant to understand the children's characters in the novel. Extracts will be taken from the novel so that the moral development of the children characters can be analysed through the characters' thoughts, words and actions. Three children characters are selected in this study. They are Augustus Gloop, Veruca Salt and the protagonist – Charlie Bucket.

RESULTS AND DISCUSSION

Augustus Gloop

Augustus represents immaturity of action when he kneels on the chocolate river bank

to drink some chocolate, even though he is prohibited from committing such an action. Despite the advice given by the adults, he "had quietly sneaked down to the edge of the river" (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 96). Gibbs (2005) stated that a person who depicts immature morality feels that "authority should not boss anyone around" (p.148). This has been proven when his mother does not approve of his behaviour, so she asked him to stop by exclaiming, "Augustus, sweetheart. I don't think you had better do that." Portraying an "egocentric manner which depicts immature morality" (Gibbs, 2005), he ignores his mother and "he was now kneeling on the riverbank" and starts "scooping hot melted chocolate into his mouth as fast as he could." These scenes depict Augustus' character as a greedy boy whose insatiable manner is caused by the fear that others would have a share for the delicious chocolate soon if he does not take such an action. This does not merit a moral action, as he has not sought the owner's permission.

Augustus also does not take "the slightest notice of his mother or Mr. Wonka" (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 97) which resembles his ego-centrism. Gibbs (2003) also asserted that physical damage committed by an individual is acknowledged to be wrong while punishment serves as a way to correct the behavior. In the text, "For sudden, there was a shriek, and then, a splash, and into the river went Augustus Gloop" clearly illustrates the

penalty of Augustus' own ignorance. He is also sent "shooting up the pipe," to be "altered a bit" and to be "boiled for a minute more" just to make sure that "all the greed and the gall is boiled away for once and all" (p. 105). The author criticizes greedy children, for they are described as immature and need to be punished.

Veruca Salt

Veruca Salt portrays immature morality when she "scream[s]" to her parents, "lie[s] for hours" and "kick[s] and yell[s]" (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 40) on the floor in order to insist on her needs and for the community to **accommodate** her needs and wants. Veruca would throw a tantrum in the most pestering way, when her wish is not being granted by the parents. This supports Gibbs' (2005) view that an immature child has trouble understanding the ideal relationship with others and prone to detect how her parents are being unfair to her.

Another example that portrays Veruca's egocentrism due to her impetuous manner is when she requests for an Oompa Loompa from her father. Veruca "shouted" and "screamed" whenever she requests for the things she wants, employing the idea of being practically demanding. Quite similar like Augustus, she is gutsy and ravenous; she impulsively demands that her father buys her an Oompa Loompa, depicting her immaturity. Her words, "Daddy! I want an Oompa-Loompa right away!" demonstrates her command to her father to own an Oompa-Loompa immediately. She goes on by saying "I want to take it home with me! Go on, Daddy! Get me an Oompa Loompa!" (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 96). This exemplifies her unyielding manner to listen to anybody except herself. She is, again, depicting immature morality, declaring her needs in light of her own view without contemplating the other person's situation.

Besides, she even instructs Mr. Salt to buy her a big boat like Mr. Wonka, and this reveals her egocentric manner. She goes on

by exclaiming, "Daddy," said Veruca Salt, "I want a boat like this! I want you to buy me a big pink boiled-sweet boat exactly like Mr Wonka's! And I want a chocolate river and I want... I want..." (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 107). **Disapproving** Veruca's attitude, Grandpa Joe informs Charlie, "She wants a good kick in the pants" (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 107), pointing out the view that punishment is expected to correct this child's behaviour.

Another example that shows Veruca's immature morality is when she hastily requests her parents to get her a trained squirrel belonging to Mr Wonka. Gibbs (2005) stated that a person who depicts immature morality has trouble understanding mutuality in a relationship. Veruca makes a decision to have a squirrel when she informs Mrs. Salt, "I've decided I want a squirrel! Get me one of those squirrels!", **demonstrating** the idea that she is being bossy, selfish and inconsiderate towards her parents. This also foreshadows Veruca's flaw that she is going to be the next victim to receive a punishment. Veruca with her intractable manner argues that she is going to get the squirrel herself to prove to others that she can have it without others' assistance. This supports Gibbs's (2005) view that egocentric orientation marks immature morality. Veruca claims, "Who says I can't" and "I'm going to get myself one this very minute" and she "had already thrown open the door and rushed in," all these clarify the idea of disobedience and irresponsibility towards the adults' advice. This also foreshadows her fate of going to succumb to her own weakness.

As suggested by Grandpa Joe, a spoiled girl should deserve a punishment. Dahl, again, uses a "bad ending" for the bad character to transmit the value of children's obedience and responsibility. Just like Augustus, Veruca instantly receives a punishment for her egocentrism. The **disobedient** and irresponsible Veruca is then held tightly by the squirrels' hands. She "kicked and screamed, but it was no use."

This suggests that she is trying to break free from the squirrels, and thus, implies the idea that children should think before they act in any given situation to avoid bad consequences. Veruca is also “going where all the other bad nuts go,” which clearly symbolizes her bad character, so she deserves to go “down the rubbish chute” (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 143).

Charlie Bucket

Analysing his character, one could see Charlie as a portrayal of a perfect grandchild since he always “went into the room of his four grandparents to listen to their stories, and then afterwards to say good night” (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 19). His willingness to share and listen to his grandparents’ stories depicts his perseverance, kindness and responsibility as the only child in the Bucket family. Charlie establishes a warm relationship with his parents and four grandparents, symbolizing his responsibility toward the elders. In addition, his grandparents reckon that Charlie “was the bright things in their life” (p. 19). Charlie’s social connection with his grandparents signifies mature morality, in which respect is gained through the positive interaction the family members have at home. Although the Bucket family is poor, healthy relationships in the family contribute to a harmonious environment.

Besides, Charlie’s intention to share a bar of chocolate with his parents and grandparents during his birthday portrays his mature morality, depicting his kindness and care toward the rest of family. “Here, Mother, have a bit. We’ll share it. I want everybody to taste it” (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 45). Refusing to accept the fact that the chocolate belongs to him, Charlie strongly insists his family members to take it when he pleads with Grandpa Joe, “Please,” begged Charlie, turning round and offering it to Grandpa Joe.

Furthermore, the phrase “I hear his mother tried to slip her own piece of bread on to his plate at breakfast this morning, but

he wouldn’t touch it” confirms Charlie’s denial to take other people’s portion in a gentle way. His kind manner indirectly reassures his mother to eat the bread later because “he made her take back.” Analysing Charlie’s character, Grandpa George commented that “He’s a fine little fellow” and “He deserves better than this” (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 58). This foreshadows that Charlie’s courage and kindness toward others in the family should be blessed with a reward. Nevertheless, one could see that the good deed Charlie accomplished is not on the basis of reward or exchanging favours, but rather on the feeling of love and care for his family. This fits the characteristic of Gibbs’ (2003) mature morality when any action done is based on love and respect for the others. This shows the portrayal of his mature morality since Gibbs (2003) stated that understanding others is important in building a positive relationship.

At the end, when Charlie is rewarded with the chocolate factory, Charlie feels doubtful if his parents and grandparents would agree to live at the factory. He “tried to calm the three old people who are still petrified with fear,” showing his responsibility to make sure his grandparents who feel frightened feel better. He persuades his grandparents—“It’s quite safe”—to indicate his assurance that they will be visiting the “most wonderful place in the world” (Dahl, *Charlie and the Chocolate Factory*, 1964, p. 189). The situation also portrays Charlie’s mature morality, for he is trying to ensure his beloved grandparents are comfortable with the situation at the **chocolate** factory. Due to his good manners and his virtue for being a “good sensible loving child,” he is eventually rewarded the Wonka chocolate factory.

Moral value(s) identified

Based on the 16 values being implemented in the Moral Education in Malaysia, the moral values of obedience, honesty, respect and courage are presented through the depiction of children’s mature and immature

morality in both novels. From the analysis, it is obvious that moral values are significant in developing children's mature and immature morality.

Firstly, the value of obedience is identified. Children who are disobedient, greedy and aggressive toward their parents are depicted as immature and are punished to correct their misbehaviour. This can be seen through the two characters, Veruca and Augustus, whose parents are unable to educate them to be good and obedient. Charlie, on the other hand, is an obedient child. He obeys all the rules fixed in the factory and is rewarded with a chocolate factory at the end. The value of honesty is observed when Charlie questions Veruca's father's honesty for using his power and status to buy all the Wonka chocolate bars. Charlie feels Veruca's way of getting the golden ticket is unfair since it reduces the possibility of other children winning the ticket.

Furthermore, the value of responsibility can be seen through the character of Charlie. By being responsible toward his parents and grandparents, Charlie portrays a perfect grandson. He shows his love and **responsibility** by listening to the grandparents' stories and calms them when they are in need. Besides, the value of courage is identified when this poor boy, with his strength and courage, tries to share his family's burden by sharing his food and not taking others' portion. Showing respect and care towards his family also develops a positive relationship with the elders.

CONCLUSION

Morality and the issues of morality cannot be separated from children. Children learn to become socially responsible persons through experience and encouragement from the elders. For instance, socializing with adults and peers help children understand the value of respect, responsibility, cooperation and support provided by the society around them.

In *Charlie and the Chocolate Factory*, the bad characters being punished signify the egocentric behaviour of each to achieve personal fulfillment. Their immature **moral-ity** is mostly depicted by their egocentric and non-emphatic manner. From the **analysis**, it is revealed that Augustus is greedy and oblivious while Veruca is spoilt and bossy. Both children share the same characteristic—they are disobedient. As a result, punishment serves as a way to correct their immature behaviour.

Although Dahl does not clearly state in this novel whether the children characters such as Augustus and Veruca learn their lesson for each punishment given, the audience especially young readers probably learn to behave better if they know that good and moral virtues triumph a victory while evil and bad deeds deserve a punishment. This can be clearly seen through the analysis in which Augustus' greediness sent him up to the pipe and Veruca's spoilt attitude leads her to the rubbish chute. This helps young readers understand the consequences of their bad habit by relating them to the real world.

The value of obedience, responsibility and honesty are also identified in the novel. Children who are disobedient, greedy and aggressive towards the parents and others are depicted as immature and are punished to correct their misbehaviour. Parents also play major roles in educating the children to well-behaved. In order to shape a moral **individual**, moral values should be implemented since childhood.

Although the present study offers way of looking at mature and immature morality in children's book by the author from the West, Dahl's *Charlie and the Chocolate Factory* would benefit readers from the non-Western community since the value identified such as respect, honesty and obedience are quite similar to the universal values taught to school children in Malaysia. Thus, it is recommended that policy makers and teachers in school incorporate children's literature in the primary schools in Malaysia to equip school children with better understanding about morality and moral values

explored in the children's books. From the findings, this study gives readers a new insight of looking at literary texts through a different perspective, especially on the issues of morality. Since moral and morality are not concrete matters (Mun, 2004), it is possible for a study in the future to look at them by applying different theories on analysing the literary texts.

A cultural-developmental theory could perhaps discuss the issue of morality in the children's literature. Since an individual's culture plays significant role in the moral identity tradition (Jensen, 2008), a study on the relation of culture could identify the patterns and factors of children's mature and immature morality as depicted in the children's literature. Analysing children's

literature by looking at the various ethics and diverse cultures could also reveal different perspectives of the ideas of moral and morality in a certain society.

The analysis of the characters in the novel has also contributed to the children's literature studies in which, despite the criticism on Roald Dahl's works, it proves that moral values presented in these two novels are expressed through the children's mature and immature morality examined in the text. As a final say, Roald Dahl's work has influenced children to become readers due to the sense of confidence, courage and hope he represented through the children's characters in the novel.

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