English Prose Analysis:
From Theories to Practices 1

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Acknowledgment

It has been known that there are various kinds of people with various kinds of characters living in this world. There are also various kinds of experiences happening that they have to undergo. These kinds of people and experiences inspire the authors of literature to write about those things. This is very important and useful considering that the life of human beings is very limited and it is expected that they will know about the world as much as possible. The only possible and cheapest way of doing it is through reading literary work. People can have more information, ideas and the feeling about something without necessarily experiencing it by themselves. The types of literary works produced by those authors can be fiction and non-fiction. The works produced can be based on the real events, completely imaginative or the combination of factual and imaginative events. By reading all the researchers conducted by the students of the Faculty of Arts and Cultures, it is expected that the readers can improve their life quality considering that there are a lot of moral teaching and human behaviors that will be able to learn.

Great gratititude is extended to those students who have contributed in the publishing of this compilation which mostly talked about, characters, characterization, methods of characterization, and the dimensions creating a human being. Special gratitude is also extended to Ni Luh Nyoman Seri Malini who has initiated the idea of producing this compilation.

Editor
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The Analysis of the Main Character in Doyle’s “The Adventures of Sherlock Holmes: The Boscombe Valley Mystery”

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Abstract
The study entitled The Analysis of the Main Character in Doyle’s “The Adventures of Sherlock Holmes: The Boscombe Valley Mystery” is aimed at finding out the physiological, sociological and psychological dimensions of the main character and the methods of characterization used by the author to present the main character in the short story. There were some theories that are used in this study such as the theory about character proposed by Tarigan (1993), theory about characterization proposed by Kenney (1966) and theory about the dimension of character proposed by Wellek and Warren (1955). The findings are the author only used two methods of characterization such as discursive method and character on character method and after analyzing Sherlock Holmes as the main character, he is a character who was a well-known private detective that not fond of other people but if he already trusted someone he would be fond of that person, a thoughtful man who did not jump to conclusions easily; he would collect facts and evidence to support his assumption. He was also a crimes addict yet very confident, intelligent, and perceptive man.

Keywords: short story, character, characterization, Sherlock Holmes
1. INTRODUCTION

Short story like any other prose have special characteristic, in the sense that it has intrinsic elements and extrinsic elements. Intrinsic elements cover theme, setting, plot, character, point of view, style and tone (Kenney, 1966). Character is one of the intrinsic elements which is an important aspect because it conveys the author’s idea, makes the story alive and carries the author’s message that can bring various values into human life such as morality, education, and many others. It is important to understand physiology, psychology, and sociology aspects of the character in order to know the factors that influence the character’s attitude and behaviour. Furthermore, this study analyzes the method of characterization used by the author to present the main character in the short story. How the main character is presented can build such atmosphere that affects the emotion and the feeling of the readers. From the background mentioned above, there are some problems that could be analyzed in this study, those are:

1. How are the physiological, sociological and psychological dimensions of the main characters in the short story?
2. What methods of characterization used by the author to present the main character in the short story?

2. LITERATURE REVIEW

This study was inspired by some previous study such as a study entitled “Main Character Analysis of Lord of the Ring Fellowship of the Ring by J. R. R. Tolkien” (Mertadana: 2006). This previous study analyzed the characters in terms
of physiological, sociological, and psychological aspects but focused more on the sociological aspect. Another previous study that also inspired this study is “Method of Characterization and Three Dimensional Aspects of Main Character in Brontë’s Jane Eyre” (Sawitri: 2012). This previous study analyzed the three dimensions of character including the characterization method used by the author to present the characters.

3. RESEARCH METHOD

The data of this study was taken from the short story entitled “The Adventures of Sherlock Holmes: The Boscombe Valley Mystery” by Sir Arthur Conan Doyle. This short story is chosen as data source because it can fulfill the need of data in this study.

The data was collected through library research that was collected through doing some steps, such as: (1) reading and understanding the whole content of the story, (2) identifying the data related to the topic and it was followed by note taking.

The collected data was analyzed descriptively based on theoretical framework. First, the collected data was analyzed by classifying the main character. After being classified, the data was analyzed in order to determine the physiological, sociological and psychological dimension of the main character based on the theory proposed by Bernhardt, Wellek and Warren (1955). Then, the methods used by author to present the main character in the short story based on the theory proposed by Kenney were analyzed.
4. THEORETICAL FRAMEWORK

There are some theories used in this study such as the theory about character proposed by Tarigan (1993), theory about characterization proposed by Kenney (1966) and theory about the dimension of character proposed by Wellek and Warren (1955).

1.1. Character

According to DiYanni (2001:38) characters are the fictional people, who are part of the action or a literary work. Tarigan (1993:76) divides character into three types based on its function and position:

1.1.1. Main Character

Main character is the central character that can explain the other characters in the story. As an important figure, it plays an important role in the story.

a. Secondary Character

Secondary character is the character that mostly affects the main character.

b. Supporting Character

Supporting character is a character that incidentally supports the main character by confirming what the main character says or does in the story.

1.2. Characterization

In presenting characters in the story, the author uses some methods to present and reveal the characters. According to Kenney (1966) there are five methods of characterization, they are:
1.2.1. Discursive Method

This kind of characterization takes a direct approach towards building the character. The author revealed the character by descriptive portrayal or by direct comments (the author tells the readers what the personality of the character is like in straight forward manner).

1.2.2. Dramatic Method

In the dramatic method, the characterization of the character is represented through what they say and how they say it, their verbal interactions with others and the discrepancies between their talk and their actions, the action of the character made who the character is.

1.2.3. Character on Character Method

In the character on character method, the characterization of the character is represented through what other characters say or think about her or him.

1.2.4. Contextual Method

In this method the author reveals information about a character and their personality through verbal context that surrounds that character. The environment in which a character lives may cause readers to form certain assumptions about the character.

1.2.5. Mixing Method

This method represents the character in the story by using more than one method (e.g. dramatic method and character on character method). If the author uses dramatic
and character on character method, the author reveals the character by presenting the character to the audience through what the character say and how they say it, their verbal interactions with others and the discrepancies between their talk and their actions, besides that, the main character’s characteristics are also revealed by other characters in the story.

1.3. Dimension of Character

As Wellek and Warren stated, the author must concern with the three dimensions in describing the character in order to create the perfectness of the character.

a. Physiological Dimension

Physiology is the study of the human body (Tokay, 1957:1). So, physiological dimension is related to physical condition or appearance of the character which can be observed through sex, age, and the other physical appearance, such as body shape, size, height, skin color, and face.

b. Sociological Dimension

Sociology is the study of human beings and their interaction within and between groups of people (Roucek and Warren, 1963:3). So, in literary work, the sociological dimension can be connected with economic, political, social situations and the interrelationships between all spheres of human activities (Wellek and Warren, 1955:101).

c. Psychological Dimension

Wellek and Warren (1955:75) state that psychology of
literature means the study of the writer, or the study of the creative process, or the study of the psychological types and laws presented within works of literature. According to Bernhardt (1953), psychology of literary work can be observed through the character. Through psychological approach, the psychology of character that includes the human motivation, feeling and emotion can be analyzed.

5. **ANALYSIS**

Main character is the central character that plays an important role in the story. As the title of the short story explicitly stated, the main character is Sherlock Holmes. The story entitled “The Adventures of Sherlock Holmes: The Boscombe Valley Mystery” tells about Sherlock Holmes adventure in solving cases and mysteries. Therefore, Sherlock becomes the main character because he takes an important role in the story.

The discussion below concerned with the analysis of the dimensions which build the main character’s characteristic and also how the author characterizes the main character.

5.1 **Physiological Dimension**

The physiological dimension can be analyzed through the general health, sex, age, appearance including shape of body, size, color of skin, etc. The analysis of this dimension is in the following discussion:

At the beginning of the story “The Adventures of Sherlock Holmes: The Boscombe Valley Mystery”, Sherlock was identified as a tall man with gaunt figure, who wore a long grey travelling-cloak and close-fitting cloth cap that
made him even taller and gaunter. This point can be seen from this following quotation:

“... his tall, gaunt figure made even gaunter and taller by his long grey travelling-cloak and close-fitting cloth cap.” (Doyle, 1986: 161)

In this statement, Sherlock was characterized in discursive method because the author tried to give the information of Sherlock’s appearance through direct comment through the narrator. The author directly stated that Sherlock is a tall man with gaunt figure according to the quotation above.

From physiological dimension, it can be concluded that Sherlock was a tall man with gaunt figure. In finding out the physiological dimension of Sherlock as the main character, the author used only one method, discursive method.

5.2 Sociological Dimension
The sociological dimension in the story can be seen from many things, which are related to environment and its influence to us such as family, neighborhood, school, the relationship of the character to other characters, and etc. which are the closest group that form a basic behavior patterns and attitudes of their members. Social interaction also concerns social group, social status system, economy, and religion. The analysis of this dimension is presented in the following discussion:

Sherlock looked out for people he cares about. This point can be seen from these following quotations:
“My dear fellow, I know you well. I know the military neatness which characterizes you.” (Doyle, 1986: 162)

In this statement, Sherlock was characterized in discursive method because the author tried to give the information of Sherlock’s social relationship with his friend through direct explanation. The author stated directly that Sherlock knew his friend well; he knew his friend’s habit that his friend was always neat because he used to be in military.

Sherlock Holmes is a man who is not fond of other people but if he already trusts someone he will be fond of that person. This point can be seen from these following quotations:

“It makes a considerable difference to me, having someone with me on whom I can thoroughly rely.” (Doyle, 1986: 161)

In this statement, Sherlock was characterized in discursive method because the author tried to give the information of Sherlock’s social relationship with his friend through direct explanation. In the quotation above, the author tried to give explanation that Sherlock is glad to be accompanied by his trustworthy friend. It seems like he rather being alone than being accompanied by someone else who he cannot rely on. That is why it can be said that he is not of other people except the people he trusts. Sherlock is well-known private detective from London. This point can be seen from these following quotations:

“Oh, Mr. Sherlock Holmes! I am so glad that famous detective like you have come all the way here.” (Doyle, 1986: 165)
In this statement, Sherlock was characterized in character on character method because the author tried to give the information of Sherlock’s social relationship with people around him through other character explanation. The author, by using the other character, gives information to the reader that Sherlock is a famous detective because he is well-known in different regions that are far enough from where he lives. Other people can recognize him easily that he is Sherlock Holmes, a famous detective.

From sociological dimension, it can be concluded that Sherlock was a well-known private detective who is not fond of other people but if he already trusts someone he will be fond of that person. In finding out the sociological dimension of Sherlock, the author used two methods namely discursive method and character on character method.

5.3 Psychological Dimension

When analyzing the psychological dimension of a character, there are various aspects to be concerned on. They are human motivation included appetites, wants, emotions, feeling and attitude, and social motives, and also feelings and emotions. The analysis of this dimension is in the following discussion:

Sherlock is a thoughtful man. He did not jump to conclusions easily; he would collect facts and evidence to support his assumption. This point can be seen from these following quotations:

“I shall take nothing for granted until I have the opportunity of looking personally into it.” (Doyle, 1986: 161)
“The London press has not had very full accounts. I have just been looking through all the recent papers in order to master the particulars.” (Doyle, 1986: 161)

“‘Circumstantial evidence is a very tricky thing,’ answered Holmes thoughtfully.” (Doyle, 1986: 162)

Those statements above show that Sherlock was characterized through discursive method because the author tried to give the information of Sherlock’s psychological condition through direct explanation. According to the quotations above, Sherlock will not make any assumption before he gets some facts or evidence to proof his assumption. The author also directly stated that he will say something thoughtfully.

Sherlock Holmes is a very confident, intelligent and perceptive man. This point can be seen from this following quotation:

“I very clearly perceive that in your bedroom the window is upon the right-hand side…” (Doyle, 1986: 162)

In this statement, Sherlock was characterized in discursive method because the author tried to give the information of Sherlock’s psychological condition through direct comment that he is able to know facts of someone or something without being told about it. Sherlock is very intelligent; he can know some information without anyone told him. He is also a confident man; he always says his assumption confidently when he has the proofs.

Sherlock Holmes is a crimes addict; he loves to work unofficially to uncover crimes with his own point of view.
This point can be seen from this following quotation:

“I knew your energetic nature, and that you would not be happy until you had been on the scene of the crime.” (Doyle, 1986: 164)

In this statement, Sherlock was characterized in character on character method because the author tried to give the information of Sherlock’s psychological condition, through another character explanation. The author makes Sherlock a character that was addicted to crime. He was happy to see crime scene and collected facts and evidences to proof his assumption later on. The fact that he was usually able to get some proof that the police unable to; can change the point of view of some cases. This was a strange behaviour, because people usually do not like to go to the crime scene.

From psychological dimension, it can be concluded that Sherlock was thoughtful man who did not jump to conclusions easily; he would collect facts and evidence to support his assumption. He was a crimes addict yet very confident, intelligent, and perceptive man. In finding out psychological dimension of Sherlock as the main character, the author used two methods, namely discursive method and character on character method.

6. CONCLUSION

Based on the analysis and discussion of the problems mentioned earlier, some conclusions can be drawn as follows:

In order to figure out the character of Sherlock Holmes as the main character, there are three dimensions of character that are analyzed. From physiological dimension, Sherlock was a tall man with gaunt figure. From sociological
dimension, Sherlock was a well-known private detective who was not fond of other people but if he already trusted someone he would be fond of that person. From psychological dimension, Sherlock was a thoughtful man who did not jump to conclusions easily; he would collect facts and evidence to support his assumption. He was a crimes addict yet very confident, intelligent, and perceptive man.

In this story, the author only used two methods of characterization those are: discursive method and character on character method.

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Angkasa Bandung.

An Analysis of the Main Characters in Novel “The Strange Case of Dr. Jekyll and Mr. Hyde” By Robert Louis Stevenson

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Abstract

The article entitled An Analysis of the Main Characters in Novel “The Strange Case of Dr. Jekyll and Mr. Hyde” By Robert Louis Stevenson is aimed at finding out the main characters. The theory used in this study is proposed by Edgar V. Roberts (1964: 41). Character is a general description of the man who determines human ideas, words and style through dialogue, action, and commentary about the character. This study used library research to collect the data by note taking. Qualitative was used in the analysis and it was descriptively presented.

Keywords: Character, Main Character

1. INTRODUCTION

In our lives there are many realities that can affect human life. Every event happens to create stress on our lives. The influence of the reality of this life will be better or worse depending on how human beings accept it. The example of the reality that can affect a person’s behavior is loss of parents. Indirectly, this will be the cause of the man who suffers to change. Whether it is a good change for the better or even for
the worse depends on how humans accept that reality. As social beings we certainly need the help from others, support from others to get through the tough times.

Short story, novel, drama and poetry are literary works which are created based on author’s situations, experiences or imagination. Literature is a piece of writing that describes the authors’ thoughts and feelings in the reality of social life as a reflection of the phenomena occurring around them. Wellek & Warren (1971:3) say, “Literature is the mirror of human life that portrays human feeling, thought, imagination and perception which can be viewed based on personal judgment.” Literature constitutes the imaginative act from the human’s imagination and interpreting life-experiences. Author writing a novel is not merely to give feelings of pleasure to the readers, but also want to convey a message of understanding human life through the explanation of the events and actions of the characters in the novel. And through a novel, the author also describes that everyone has different characters, such as temperamental, humorous and possessive etc.

According to Reaske (1966: 5) in t “How to Analyze Drama”, a literary work can depict life by presenting a variety of action and dialogue between the characters. Disposition is one important element in special literary works. According to Hofman, in The Encyclopedia of Americans, characterization is one of the attitudes, behaviors or habits in imagining someone to make them credible to the readers.

According to Glorier (1977: 291), the characterization is a unique characteristic of fiction such as short story, novel, drama, and poetry. Character contained in the novel may
also show changes which is significantly influenced by the narrative, so that each character has the power to dominate the story as a whole.

“The Strange of Dr. Jekyll and Mr. Hyde” is one of the works of Robert Louis Stevenson that was published in 1866 by eBook Planet in the USA. “The Strange Case of Dr. Jekyll and Mr. Hyde” describes Dr. Jekyll as the one who who has more than one personality or in the figure of Dr. Jekyll there is another figure, named Mr. Hyde. The second personality is the opposite, where the figure of Dr. Jekyll is a good figure to everyone, while the figure of Mr. Hyde is very nasty.

The author choses this topic because the main character in the novel “The Strange Case of Dr. Jekyll and Mr. Hyde” is very interesting to analyze since it has more than one personality or multiple personalities in one person.

2. LITERATURE REVIEW

A thesis titled “An Analysis of Main Characters in Stephenie Meyer’s novel: New Moon” by Umi Fauziah discusses the key figures contained in the novel New Moon by Stephenie Meyer. The author found the main characters have different characteristics and have different properties as well. The author used library research method by reading some English grammar books as references to information that supports this title and also search from the internet. Thus the characteristics and properties of each character in the novel can be found.

3. RESEARCH METHOD

The data for this article was taken from the internet
It is a novel entitled “The Strange Case of Dr. Jekyll and Mr. Hyde” written by Robert Louis Stevenson. It was originally published in 1866 by eBook Planet in the USA.

This study used library research to collect the data by note taking. The process of analysis was divided into several steps. The first step was reading the short story repeatedly and intensively to understand the content of the short story. Then, the second step was reading the theory book and browsing to the internet, in order to get more information that is relevant to the topic.

The author used descriptive qualitative research method with purposive sampling method in taking the sample data. Qualitative was used in the analysis and it was descriptively presented. In analyzing the data, there are some steps. The steps are reading, comprehending and finding important details of the data, analyzing the characteristic of the main characters in novel “The Strange Case of Dr. Jekyll and Mr. Hyde” written by Robert Louis Stevenson.

4. THEORETICAL FRAMEWORK

In conducting this study the theory that Edgar V. Roberts (1964: 41) was used. It says that the character is a general description of the man who determines human ideas, words and style through dialogue, action, and commentary about the character, he suggested four special ways to get information about the characters, namely:

a. What the character said about himself.
b. What the character did.
c. What is the other character’s opinion about the character
that being analyzed.
d. What the author said about the character.

5. ANALYSIS

Here’s the characteristics owned by the main characters in the novel “The Strange Case of Dr. Jekyll and Mr. Hyde” by Robert Louis Stevenson:

5.1. Dr. Jekyll

5.1.1. Arrogant

“I was born in the year 18— to a large fortune, endowed besides with excellent parts, inclined by nature to industry, fond of the respect of the wise and good among my fellowmen, and thus, — might have been supposed, with every guarantee of an honourable and distinguished future.” (Stevenson, 1993: 48)

The quotation above illustrates that Dr. Jekyll is a person born in a wealthy family is regarded as a good luck. As Dr. Jekyll, representing the upper class society with abundant wealth and intelligence as well as its higher education, makes him highly respected in society in Victorian times in England. In order to keep his pride, he should be able to keep himself from despicable acts such as killing or stealing.

5.1.2. Liar

“... I [Dr. Jekyll] swear to God I will never set eyes on him again. I bind my honor to you that I am done with him in this world.”

Liar is also one of the characteristic owned by Dr.
Jekyll, as contained in the following passage, he tried to cover up the truth about who Mr. Hyde is when the authorities investigated some strange events that occurred in London where Dr. Jekyll lives.

5.1.3. **Ambitious**

> “I had learned to dwell with pleasure, as a beloved day-dream. On the thought of the separation of these elements. If each, I told myself, could but be housed in separate identities, life would be relieved of all that was unbearable; the unjust might go his way, delivered from the aspirations and remorse of his more upright twin; and the most could walk steadfastly and securely on his upward path, doing the good things in which he found his pleasure, and no longer exposed to disgrace and penitence by the hands of this extraneous evil. It was the curse of mankind that these incongruous faggots were thus bound together—that in the agonized womb of consciousness these polar twins should be continuously struggling. How, then, were they dissociated?” (Stevenson, 1993: 48-49)

As a human being, Dr. Jekyll definitely has weaknesses. One of his main weaknesses is an attempt to separate the good and bad qualities in him with the intention that can maintain its good name in the public. He feels uncomfortable and worried, until he feels that he was not real, that there is a power in his turbulent wanting to come to the surface. It is constantly terrorized, sharpening his senses and his inner weaken. He speculates that he has a second person, who wants to take part in his life, the evil side of him that does not want to dwell in the subconscious. Then one day, he makes an
experiment creating a strange potions and trying it on himself at midnight. The result is very surprising, he finds himself is not himself anymore, but another figure, the second person of evil, which will eventually take over himself entirely. His name was Edward Hyde.

5.1.4. Wicked

“He was wild when he was young” Utterson said.

The wickedness described by his friend and lawyer refers more to the ambitions of Dr. Jekyll himself. Since he is a doctor, he only works in the laboratory and through the work he starts doing various experiments that do not make sense, such as creating a serum to separate the good and the bad side in him.

5.1.5. Kind

“On the other side, I announced to my servants that a Mr. Hyde (whom I described) was to have full liberty and power about my house in the square;”

Dr. Jekyll in this novel is described as a man who is very kind to everyone. His kindness can be seen when he gives the authority over his house to Mr. Hyde.

5.1.6. Friendly

“10th December, 18 —DEAR LANYON, You are one of my oldest friends; and although we may have differed at times on scientific questions, I cannot remember, at least on my side, any break in our affection.”

Dr. Jekyll is also described as being very friendly, it can be seen from the contents of his letter to his friend,
Lanyon.

5.1.7. Smart

“Henry Jekyll, M.D., D.C.L., LL.D., F.R.S….etc.”

The intelligence of Dr. Jekyll also can be seen from the title described by the narrator that he is a very smart man. Title given by the narrator is an illustration to describe how genius Dr. Jekyll is in his field.

5.2. Mr. Hyde

5.2.1. Rude

“‘Common friends?’ echoed Mr. Hyde a little hoarsely”

Rude is one of the Mr. Hyde’s characteristics, and this can be seen from his words to Mr. Utterson contained in the quotation above.

5.2.2. Grumpy

“He never told you!” cried Mr. Hyde with a flush of anger.”

One of the characteristics that become the habit of Mr. Hyde described by Stevenson is that Hyde is someone who is very easily upset and offended.

5.2.3. Mysterious

“‘Never heard of him, since my time’. Lanyon said.”

“He is not easy to describe. There is something wrong with his appearance; something displeasing, something downright detestable. I never saw a man I so disliked, and yet I scarce know why”

Not many people are familiar with of Mr. Hyde, this includes Dr. Lanyon as a friend of Dr. Jekyll. It could almost be said that only Dr. Jekyll knows who Mr. Hyde really was
because Mr. Hyde is a figure hiding behind Dr. Jekyll. Then we can find him only when he has to transform himself by drinking a kind of serum that has been created through an experiment that has been done for him at his laboratory. So even a close friend never heard about Mr. Hyde.

6. CONCLUSION

Based on the analysis of characters that can be seen from the main character in the novel “The Strange Case of Dr. Jekyll and Mr. Hyde,” it is known that Dr. Jekyll and Mr. Hyde is the main character in the story because they often appear in the story and are described as figures with multiple personalities. He raises himself as Dr. Jekyll with the good personalities and Mr. Hyde with the bad personalities. It can be concluded that the characteristics of Dr. Jekyll and Mr. Hyde are as follows: good, evil, arrogant, ambitious, intelligent, ruthless, killer.

Dr. Jekyll became a round character or his character changes along the story, while Mr. Hyde is a flat character, because from the beginning, the narrator has described the character of Hyde as flat character or there is no changes in his character.

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The novel begins with a lawyer named Mr. Utterson going for a walk with his friend and relative Mr. Enfield. They walked past a door, which somehow prompted Mr. Enfield to tell a sad story: a brute of a man knocked down a little girl, everyone yelled at the rude man, and the man offered to pay a lot of money. He then disappeared through the door, only to return with a large check drawn from Dr. Jekyll’s bank account. The nasty man? None other than Mr. Hyde.

Mr. Utterson, it turns out, is Dr. Jekyll’s lawyer, and we found out that in the event of Dr. Jekyll’s death or disappearance, his entire estate is to be turned over to Mr.
Hyde. Mr. Utterson, who thought highly of Dr. Jekyll, was extremely suspicious of this whole arrangement. He resolved to get to the bottom of this mystery. He hunted down Mr. Hyde and was suitably impressed with the evil just oozing out of his pores. He then asked Dr. Jekyll about these odd arrangements. Dr. Jekyll refused to comment, and there the matter rested until “nearly a year later.”

Cut to “nearly a year later.” A prominent politician was brutally beaten to death. The murder was conveniently witnessed by a maid, who pointed to evil-oozing Mr. Hyde as the culprit. Everyone tried to hunt down this evil man, but with no success. Meanwhile, Dr. Jekyll was in great health and spirits; he entertained his friends (among them one Dr. Lanyon), gave dinner parties, and attended to his religious duties.

Two months later, both Dr. Lanyon and Dr. Jekyll fell terribly ill, and claimed to have irrevocably quarreled with each other. Dr. Lanyon died, leaving mysterious documents in Mr. Utterson’s possession, to be opened only if Dr. Jekyll died or disappeared. Dr. Jekyll remained in seclusion, despite off frequent visits from Mr. Utterson.

Finally, one evening, Dr. Jekyll’s butler visited Mr. Utterson at home. He was worried about his master and was convinced of foul play. The butler persuaded Mr. Utterson to return to Dr. Jekyll’s house, where they broke into Dr. Jekyll’s laboratory. They found Mr. Hyde dead on the floor, with Dr. Jekyll nowhere to be found.

Mr. Utterson founds several documents left to him, and went back home to read both Mr. Lanyon’s narrative and Dr. Jekyll’s narrative, which, it turned out, are two parts of the
same story. At the end of the story, the author of this story, Robert Louis Stevenson, decided that it was about time to tell us what happened at the beginning. So we discovered (through the documents left by the dead men) the following: by means of a potion, Dr. Jekyll was able to transform into Mr. Hyde and give into a world of pleasure and self-serving crime. In his narrative, Dr. Jekyll writes that Mr. Hyde became ever more powerful and ever harder to control—in essence, the dominant personality.
3
The Analysis of the Main and the Secondary Characters in Ashton’s A Ship To Nowhere

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Abstract
The article entitled The Analysis of the Main and the Secondary Characters in Ashton’s “A Ship to Nowhere” is aimed at finding out the main and the secondary characters, the characterization method used by the author, and how the personalities of the main characters are presented in the story. There are some theories will be used in this article, such as theory about characters, and characterization. Characters are the people in narratives, and characterization in the author’s presentation and development of characters (Griffith, 1982: 29). According to William Kenney (1966: 27), there are three types of characters based on the function; main character, secondary character, and supporting character. While characterization is the process by which the writer reveals the personality of a character. Characterization is revealed through direct characterization and indirect characterization. Characterization method can be divided into direct method, and indirect method.

Keywords: Character, Characterization, Method of characterization

1. INTRODUCTION
There are three products of literary works that can be produced by human beings. One of the most popular product of literary work is a prose. Nowadays, not only mature-aged-people can be considered as the author of a prose, but, younger people also have the same ability and
the same chances to produce this kind of literary work. There is no age limit to create stories. Having the imaginations of scenes going on in your head is the beginning of working for a fiction, in this case, a short story.

Character is one of the important elements in literary works such as a short story. The character influences the story through its personality, motivation, and attitude. Characters are the people in narratives, and characterization in the author’s presentation and development of characters (Griffith, 1982: 29). According to William Kenney (1966: 27), there are three types of characters based on the function; main character, secondary character, and supporting character.

This study is focusing on the main and the secondary characters exist in the short story. Besides that, this study also analyzes the method of characterization used by the author to present the main and secondary character. According to the background above, the aims of this study are:

1) To find out the main and the secondary characters in the short story “A Ship to Nowhere” by Ashton.  
2) To analyze the method of characterization used to present the main and secondary characters in the short story “A Ship to Nowhere” by Ashton.  
3) To describe how the author represented the personalities of the main characters in the short story.

2. LITERATURE REVIEW

Some previous studies concerning about characters and characterization have been reviewed. According to Wirawan (2015) in his thesis entitled “Analysis of Main and Secondary Characters in “47 Ronin” Movie in Term of Method of
characterization and Three Dimensions of Characters”, character is the figure that participates in the action or the people who play role in a story and it is expected to be natural or lifelike to make the story interesting. The author in his object of study used two methods of characterization in the movie. They are dramatic method and character on other characters method of characterization.

Another study being reviewed was written by Tumisih (2011) with the title “The Analysis of The Characterization Hemingway’s of a Farewell to Arms Novel”. She, in her study, is interested in investigating and analyzing the novel because the writer wants to grasp the novel, especially, the characterization. The characters to be discussed are L.t. Frederick Henry, Catherine Barkley, Rinaldi and the priest.

3. RESEARCH METHOD

This is a library research, and to make this article a short story was chosen to be the data source. It was published by a young author named Ashton who is from Calpine, California, USA. Her short story “A Ship to Nowhere” was published through internet and was cited on November 2015. The data is presented in the form of words, phrases, and sentences indicating the personality of the main and secondary characters.

The data collected was read thoroughly to decide who the main and secondary character is, then analyze the method of characterization, followed by identifying the personality of the main and secondary characters. More information that are relevant to the topic was searched in the internet.

In analyzing the data, descriptive qualitative method
was used. The data analyzed about the personalities of the main and secondary characters of the story and the method of characterization.

4. **THEORETICAL FRAMEWORK**

4.1. **Character**

Characters are the people in narratives, and characterization in the author’s presentation and development of characters (Griffith, 1982: 29). When we speak of characters, we refer to the persons or agents which undergo the experiences in fantasy fictions, the characters may not be human, they may also be animals, robots, things, given human abilities and traits.

Kenney proposes that a character is obviously relevant to us and to our experience if he is like others whom we know. A character is relevant if there are a lot of people like him in the real world (1966: 27). The character can be classified into main character, secondary character, and supporting character, based on the function of character in the story. The main character is the most important figure as the central figure in the story, but the secondary character also has important role and give influence to the main character.

Based on the function, a character can be classified into some categories as follows:

a. **Main character**

   The one who takes an important role in the story, who determines where the story will go and always becomes the central figure in the story.

b. **Secondary character**

   The character that plays the important role and gives
influence to the main character. Usually, the secondary character helps the main character to form the terms of story.

c. **Supporting character**

The character which supports the main character in the story. Though, it may take an important part in the story but incidentally acts as supporter.

4.2. **Characterization**

Characterization is the author’s presentation (the method) and the development ways that is usually used by an author in characterization; direct and indirect (Griffith, 1982: 29). It is the process by which the writer reveals the personality of a character. Characterization is revealed through direct characterization and indirect characterization.

4.2.1. **Direct Method**

In the direct method, the novelists simply tell the readers what the characters are like. William Kenney in his book “How to Analyze Fiction” (1966) calls that kind of method discursive method, while Donald in his book To Read Literature (1983) says that it is exposition of character. This method is often used to reveal minor characters.

4.2.2. **Indirect Method**

In the indirect method, the novelists show the readers rather than telling them, basically, there are ways that are usually used by the novelists in indirect method. First, through the characters’ action, the novelists want to tell about the characters. The second ways is through the characters’ thoughts,
conversations, or things. Finally, through the verbal context that surround the characters.

The novelist may use characters and characterization for different purposes. A character may do characteristics things in order to advance the plot (Hawthorn, 1985: 48), through characterization the novelists should explain the things done by the characters.

5. ANALYSIS

5.1. The main and secondary character

The main character is the person who generates the action of a story and engages the reader’s interest and empathy. In the short story “A Ship to Nowhere” by Ashton, the main character is the man named Harold. Unfortunately, the author didn’t mention his age, nor personalities. Harold happens to be the main character because he has most of the conflict and is never absent from the story. His actions create the plot of the story.

The secondary character is the character that plays the important role and gives influence to the main character. Usually, the secondary character helps the main character to form the terms of story. Elizabeth happens to be the secondary character because she has great influence on what the main character did, especially she and her words affected the main character’s emotions. Elizabeth is a lovely young woman, recently out of school with a part-time job. Since this is a very simple story with only two characters, the analysis will be put into one to show
the close relationship and how they influence one another.

5.2. The method of characterization used in the story

The short story “A Ship to Nowhere” by Ashton used indirect method of characterization. In indirect method, the author shows the readers rather than tell them, basically, there are ways that are usually used by the author in indirect method. First, through the characters’ actions, the author wants to tell about the characters. The second way is through the characters’ thoughts, conversations, or things. Finally, through the verbal context that surround the characters.

5.3. How the personalities of the main characters are presented in the story

The personalities of the main characters are presented indirectly by the author. The author shows the readers rather than simply tell them. In this story, the author shows the personalities of the characters through their thoughts, actions and conversations. Such conversations are:

<table>
<thead>
<tr>
<th>The characters’ thoughts/actions/conversations</th>
<th>The personalities of the characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “He kissed her gently”</td>
<td>This shows that the man is a loving person.</td>
</tr>
<tr>
<td>2. “Oh, probably nothing. I was only kidding. My boss is a nice old man”</td>
<td>This shows that the woman is a humorous person.</td>
</tr>
<tr>
<td>3. “I believe it was your hair reminds me of a beautiful waterfall I once saw in paradise.”</td>
<td>This sentence shows that the man is a flirty person.</td>
</tr>
</tbody>
</table>
a) From seeing the first sentence, we can conclude that the man is a loving person. It is supported by the word “kissed”. The word kiss (Oxford Dictionary, 4th Edition) is defined as touching somebody with your lips to show affection.

b) It can be said that the woman is a humorous person because it is supported by the word “kidding” in the second example. Where the word kidding itself means to engage in teasing or good-humored fooling (The Free Dictionary by Farlex).

c) In example three, we can say that the man is a flirty person. The word flirty or flirt means behave towards somebody in a romantic but not serious way (Oxford Dictionary, 4th Edition). The supporting sentence is “your hair reminds me of a beautiful waterfall I once saw in paradise” where the words “beautiful waterfall” and “paradise” are considered romantic because it refers to beautiful things. The author also showed the use of metaphor here. Metaphor means the comparison between two unlike things as if they are one, without the words like or as (Rozakis (1995: 33)). The comparison happened between “hair” and “a beautiful waterfall”.

5. CONCLUSION

According to the discussion above, the writer has come to a conclusion to answer the problems found earlier. The main character found in the short story “A Ship to Nowhere” by Ashton is a man named Harold because he has most of the conflict and is never absent from the story. The secondary character is a young girl named Elizabeth, because she has
great influence on what the main character did. They are the only characters exist in the story. The author of this short story used indirect method of characterization to show the personalities of the characters. In indirect method, the author shows the readers rather than tell them, through their thoughts, actions and conversations.

REFERENCES


Waking up at dawn, the man rolled over to meet his lover’s gaze. A pretty, young lady who was recently out of school, with a part-time job at the Tackle Shop at the Bay Park. The man knew what was to come on that day. But she did not know a single thing about it. She is having the baby of the man. Things would be different now, now that they both knew what would be in that stomach in just a few weeks time. But the man knew he wouldn’t see this woman again, let alone his own child. He didn’t know the perfect way of telling his lover about the truth of him leaving her alone with their unborn child.

“Harold...” she sighed, but she spoke with a smile. “What are we going to do today?” Harold chuckled softly. “Let’s go to the Bay Park. It’s so peaceful there, and you know me. I always have to be around the ocean.” “What? Are you crazy? I work at the Tackle Shop right by Bay Park. If my boss sees me out there on a working day -”.

“Screw your boss,” Harold said simply. “Okay, we’ll go. But if I lose my job, it’s on you.” The woman said.”I can live with that,” he said casually. “As long as you’re with me, nothing else matters to me. You know that, don’t you?” She sat up and leaned forward to kiss him. “Of course I do.”
Harold took her sitting up as a final cue to start getting out bed and getting dressed. “Elizabeth?” Harold called from the bathroom during his morning shave. “What would your boss do if he saw you with me out there?”

Elizabeth was in the middle of untangling her locket when she replied. “Oh, probably nothing. I was only kidding. My boss is a nice old man. I’m sure he’ll think nothing of it since I’ve known him for so long.”

“How long?” Harold asked. But Elizabeth shrugged. “For as long as I can remember. He’s like a grandfather to me, really. I know him through my mother.” Harold nodded as he rinsed his blade and reached for a towel. Even though he knew he was leaving in nearly less than an hour, he didn’t want any other man near Elizabeth.

“Can you put this on?” Elizabeth asked, seeming to finally untangle the locket, but having trouble fastening it. “I don’t know how it managed to come off last night.”

Harold made a laughing sound under his breath as he fumbled with the little golden clasp on the locket. “I’m not even sure how anything managed to happen last night.”

She turned around, questions printed on her face. “What do you mean?” was the best one that could sum up most of the questions.

“Well, let’s face it,” he took his hands in hers, “I had a few drinks in me, and you obviously didn’t want anything to do with me at the bar last night, and yet, here we are.”

“Ah, yes, but that was before what you said to me that made me fall for you. What was it? Your hair is like a waterfall or something like that?”

They were both laughing, something Harold had
always wanted; to be laughing with the girl he loved most like they knew each other for decades. “I believe it was your hair reminds me of a beautiful waterfall I once saw in paradise. That was the whiskey talking, believe me. Like I said, I was guzzling by the bottle last night.”

“Clearly,” she said. When they’d both finished making themselves presentable for a leisurely stroll in the park, they headed off. Elizabeth didn’t seem to notice anything strange or off about Harold, and he was both grateful and ashamed. The Hotel was massive. It was one of the most luxurious and grand hotels around, The Pink Pearl Hotel. They ran holding hands the entire way to the little park by the bay, enjoying the warm February morning.

There were a few people here and there. A little boy with his grandmother was collecting rocks by the shore and an old man sat on an iron bench feeding some pigeons. But, other than that, it was peaceful. Even peaceful enough to fall back asleep. But both Harold and Elizabeth knew that they could never sleep through a day like this. For Harold knew this time with Elizabeth would soon come to an end.

“Elizabeth?” Harold asked her, leaned up against an old oak while Elizabeth lay against his chest. “If I didn’t have to leave, would you consider marrying me?”

She craned her neck to face his gentle gaze. “You’re leaving? Why? When?”

Harold sighed. “Look, I know I didn’t tell you. I didn’t really see the point. After all, I didn’t think I’d be this much into you. I’ve only known you for a night and I already want to spend the rest of my life with you, Elizabeth.”

“Well, what’s the point of asking me to marry you
if you’re just going to leave?” Her tone blended into a soft whimper, a definitely noticeable lump forming in her throat.

“Maybe the only reason I brought it up was because I wanted to show my true feelings for you. I love you, and?”

“You didn’t answer my question. Why are you leaving?” She embossed.

But Harold didn’t seem to give much of an answer. Instead, he stood up and shuffled towards the sea, stopping when he was flush with the lapping waves by the dock.

“Look,” he said, placing both hands on either side of her face. “You just have to understand that I have to leave, okay? I must go.”

Hot tears spilled down Elizabeth’s pretty face. It nearly broke Harold’s heart to see her this way.

“I’ll never forget you, Harold. I wish you could tell me.”

“Sshhh, love,” was the last thing Harold ever said to Elizabeth. He knew it wasn’t the best goodbye, but what was he supposed to do about it?

With much strength of mind, Harold let go of the love of his life and began walking down the dock to his sailboat for one. A sailboat of solitude.

Elizabeth didn’t move. Her knees were too shaky. All she could do was cry hopelessly and helplessly, as if weeping was the only real solution.

She watched in sorrow as Harold sailed off into the sunset. She knew she would never see him again. She could sense it in his voice and see it in his eyes.

The day that Harold left changed everything. He picked possibly the worst day to leave, the best woman to leave, and, the best child to leave. I know that wherever he had run off
to was a mystery to everyone that knew him, especially to Elizabeth.

I also know that the day Harold left was Cupid’s special day. The day he shot arrows at Harold and Elizabeth. I know that that day.

It was Valentine’s Day.
The Analysis of the Main Character Behaviours and Characterization in Lardner’s “Haircut”

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Abstract

Literature is a social institution, using medium language a social creation. Prose can be divided into two kinds, fiction and non-fiction. The characters in fiction just reflect to real human beings which expressed in written form. The reflection of it could be in the physical description, the way of thinking, the attitude, and the ideas or feelings. The findings showed that the main character of this story is Jim Kendall. The reason is because this story basically tells about him, the plot and resolution of conflict revolves around Jim Kendall, and the narrator purposes here is to tell about his life when he was still alive till why he can die. Jim Kendall is a humorist, rough, lady-killer, and persistent man. And for the characterization, the narrator used discursive method to explain the major character. It’s because the narrator know all the things about the main character.

Keywords: Character, characterization, Haircut short story

1. Introduction

Literature is a social institution, using medium language a social creation. Such tradition literary derives as symbolism and mater are social in their very nature (Wellek and Warren, 1984:89). Prose can be divided into two
classes, fiction and non-fiction. Novel is one of those literary works which belongs to fiction. It is a story long enough to fill a complete book, in which the characters and events are usually imaginary (Hornby, 2006:999). Novel has two elements; they are intrinsic and extrinsic element. The intrinsic elements of novel are theme, setting, plot, character, point of view, style and tone, structure and technique (Kenney, 1966). The extrinsic elements include history, biography, society, psychology, ideas and arts. The extrinsic elements is needed in order to learn the external aspects of prose which bear relationship to its creation process, such as biography of his writer, his idea, the feelings and etc.

By reading this short story by the title *Haircut* by Ring Lardner, I would like to analyze one of elements which exist in this short story. Here I would like to take one of intrinsic elements on this short story. It is about character, I would like to analyze it in more detail. The characters in fiction just reflect to real human beings which are expressed in written. The reflection of it could be in the physical description, the way of thinking, the attitude, and the ideas or feelings.

As we know character is one of intrinsic elements that cannot be separated from literary work itself. In every literary works always there is a character which is as object that is talked.

Characters in a literary work is very important for instance in a novel, short story, drama, and many others. To know who is the major character, the characteristics, and also characterization more detail, we need to analyze it. In all of fictions reveal that character is very important to be known. By character we can be easier to know what is purposed on
one of literary works.

According to the phenomena above, the aims of this study are: (i) To know who the major character in the short story and to know what the character look like and how he show his characteristic. And (ii) To explain the methods of characterization used by the author to present the main character in the story.

2. Literature Review

An article by Widyawati (2014) entitled *AN ANALYSIS OF DEPRESSION ON THE MAIN CHARACTER KYLE KINGSON ON THE BEASTLY FILM*. In this article, the writer conducts discussion of literary works which is related with the personality of the main character in the Beastly film namely Kyle Kingson. The findings of this article showed that there are five symptoms of depression from the main character Kyle Kingson namely, feeling sad or unhappy, loss of interest or pleasure daily activity that be loved before, easy to be angry or easy to be offended, difficult to take decision, less to concentrate, feeling worthless, guilty and always thinking about past failures.

3. Research Method

The data source refers to the object from which the data are taken, for example: book, novel, and various kinds of documents. The data were taken from an English short story by Ring Lardner entitled *Haircut* that found in the website [https://www.englishclub.com/reading/story-haircut.htm](https://www.englishclub.com/reading/story-haircut.htm). In this study the short story “Haircut” by Ring Ladner was chosen to be analyzed. This study used library research
to collect the data by note taking. The working procedure was divided into several steps. The first step was reading the short story repeatedly and intensively to understand the content of the short story. Then, the second step was reading the theory book and browsing to the internet, in order to get more information that are relevant to the topic. The technique of analyzing data is the process to find and arrange the data systematically, by organizing the data into categories, describing the data into units, arranging the data into pattern, and making conclusion. Qualitative method was used in the analysis and it was descriptively presented.

4. Theoretical Framework

There are two theories used as the framework of this study in order to help to analyze the problem.

4.1. Characters

Bernardo defined character as a person who is responsible for the thoughts and action within a story, poem, or other literature. Characters are extremely important because they are the medium through which reader interacts with piece of literature. Every character has his or her own personality, which a creative author uses to assist in forming the plot of a story or creating mood.

4.2. Characterization

Characterization is a literary device that is used step by step in literature to highlight and explain the details about a character in a story. According to Kearns (1984:610), a characterization is personality of the character and the
method that an author uses to reveals this personality. It is in the initial stage where the writer introduces the character with noticeable emergence and then following the introduction of the character, the writer often talks about his behavior; then as the story progresses, the thought-process of the character. In presenting characters in the story, the author uses some methods.

A. Type of Characters:

According to Bernardo, in fictional literature, authors use many different types of characters to tell their stories. Different types of characters fulfill different roles in the narrative process, and with a little bit of analysis, you can usually detect some or all of the types below.

a. Major or central characters are vital to the development and resolution of the conflict. In other words, the plot and resolution of conflict revolves around these characters.

b. Minor character who serve to complement the major characters and help move the plot events forward.

c. Dynamic character who is a person who changes over time, usually as a result of resolving a central conflict or facing a major crisis. Most dynamic characters tend to be central rather than peripheral characters, because resolving the conflict is the major role of central characters.

d. Static character is someone who does not change over time; his or her personality does not transform or evolve.

e. Rounded character is anyone who has a complex personality; he or she is often portrayed as a conflicted
f. **Flat character** is the opposite of a round character. This literary personality is notable for one kind of personality trait or characteristic.

g. **Stock characters** are those types of characters who have become conventional or stereotypical through repeated use in particular types of stories. Stock characters are instantly recognizable to readers or audience members (e.g. the femme fatale, the cynical but moral private eye, the mad scientist, the geeky boy with glasses, and the faithful sidekick). Stock characters are normally one-dimensional flat characters, but sometimes stock personalities are deeply conflicted, rounded characters (e.g. the “Hamlet” type).

h. **Protagonist** is the central person in a story, and is often referred to as the story’s main character. He or she (or they) is faced with a conflict that must be resolved. The protagonist may not always be admirable (e.g. an anti-hero); nevertheless s/he must command involvement on the part of the reader, or better yet, empathy.

i. **Antagonist** is the character(s) (or situation) that represents the opposition against which the protagonist must contend. In other words, the antagonist is an obstacle that the protagonist must overcome.

j. **Anti-Hero** is a major character, usually the protagonist, who lacks conventional nobility of mind, and who struggles for values not deemed universally admirable.

k. **Foil** is any character (usually the antagonist or an important supporting character) whose personal qualities contrast with another character (usually the
protagonist). By providing this contrast, we get to know more about the other character.

1. **Symbolic** character is any major or minor character whose very existence represents some major idea or aspect of society.

B. **Methods of Characterization:**

   In presenting characters in the story, the author uses some methods. According to Kenney (1966) there are five methods of characterization:

   a. **Discursive Method (direct)**

      This kind of characterization takes a direct approach towards building the character. The author revealed the character by descriptive portrayal or by direct comments (the author tells the readers what the personality of the character is like with straightforward manner. These comments may even refer to the character’s thoughts. But the reader has no access to the character’s mind. He remains outside; his views are shaped by the knowing narrator. Direct characterization is also important in showing the character’s motivation. Motivation refers to what characters want, fear, love and hate.

   b. **Dramatic Method (indirect)**

      In the dramatic method, the characters are presented to the audience through what they say and how they say it, their verbal interactions with others and the discrepancies between their talk and their actions. In an actual performance, an actor’s voice and tone thus also play a major role for how the audience perceives the played character. This can also be seen in plays where dialect or specific sociolects are used.
Dialect indicates what region or geographical area one comes from, while sociolect refers to linguistic features which give away one’s social status and membership in a social group.

c. **Character on Character Method (indirect)**

The Character on Character Method is presented through what other characters say or think about them. One character talks about another character; not necessarily reliable; reader needs to question who is being characterized.

d. **Contextual Method (indirect)**

The writer reveals information about a character and his/her personality through verbal context that surrounds that character. The environment in which a character lives may cause readers to form certain assumptions about the character. For example, if a character lives in a mobile home in a trailer park, we might make different assumptions that we would if the character lived in the penthouse of a high-rise apartment in a high-rent district. Revealed the characters of the character in the story also can be given through description about condition of their bedroom or their office (e.g. clean or dirty) or ext.

e. **Mixing Method**

This method use when the character in the story revealed by used more than one method (e.g. Discursive Method and Dramatic Method). For example, if the author used discursive and dramatic method, the author revealed the character by descriptive portrayal or by direct comments and describe the characters of the character by presenting the character to the
audience through what the character say and how they say it, their verbal interactions with others and the discrepancies between their talk and their actions.

5. DISCUSSION

5.1. The Analysis of Main or Major Characters

In this story the major character is Jim Kendall. Because this story more emphasizes on him. He is the major character in this story, because he is mentioned from the beginning till the end of the story. These quotes from the story that shows Jim Kendall is the major character:

5.1.1. From the beginning of the story

“You’re a newcomer, ain’t you? I thought I hadn’t seen you round before. I hope you like it good enough to stay. As I say, we ain’t no New York City or Chicago, but we have pretty good times. Not as good, though, since Jim Kendall got killed. When he was alive, him and Hod Meyers used to keep this town in an uproar. I bet they was more laughin’ done here than any town its size in America.” (The second paragraph of the beginning)

5.1.2. From the ending of the story:

“Personally I wouldn’t never leave a person shoot a gun in the same boat I was in unless I was sure they knew somethin’ about guns. Jim was a sucker to leave a new beginner have his gun, let alone a half-wit. It probably served Jim right, what he got. But still we miss him round here. He certainly was a card! Comb it wet or dry?” (The last paragraph of the ending)

According to Bernardo a major or central characters
are vital to the development and resolution of the conflict. In other words, the plot and resolution of conflict revolves around these characters and minor character who serve to complement the major characters and help move the plot events forward.

Jim is very humorist and little rough but good in heart. He is pretty good drinker and quite a lady-killer. He is very bad and also lying to his family. These quotes from the story that shows Jim Kendall looks like and his characteristic:

5.1.3. The part where shows Jim’s humorist characteristic

“Whitey, your nose looks like a rosebud tonight. You must of been drinkin’ some of your aw de cologne.” So I’d say, “No, Jim, but you look like you’d been drinkin’ something of that kind or somethin’ worse.” Jim would have to laugh at that, but then he’d speak up and say, “No, I ain’t had nothin’ to drink, but that ain’t sayin’ I wouldn’t like somethin’. I wouldn’t even mind if it was wood alcohol.” (From the fifth paragraph)

“I guess he paid more attention to playin’ jokes than makin’ sales. Finally the concern let him out and he come right home here and told everybody he’d been fired instead of sayin’ he’d resigned like most fellas would of. It was a Saturday and the shop was full and Jim got up out of that chair and says, “Gentlemen, I got an important announcement to make. I been fired from my job.” Well, they asked him if he was in earnest and he said he was and nobody could think of nothin’ to say till Jim finally broke the ice himself. He says, “I been sellin’ canned goods and now I’m canned goods myself.” (From the eleventh paragraph)

5.1.4. The part where shows Jim bad characteristic

“Jim didn’t work very steady after he lost his position with the Carterville people. What he did earn, coin’ odd jobs round town why he spent pretty near all of it on gin, and his family might of
starved if the stores hadn’t of carried them along. Jim’s wife tried her hand at dressmakin’, but they ain’t nobody goin’ to get rich makin’ dresses in this town.” (From the fourteenth paragraph)

“As I say, she’d of divorced Jim, only she seen that she couldn’t support herself and the kids and she was always hopin’ that someday Jim would cut out his habits and give her more than two or three dollars a week. They was a time when she would go to whoever he was workin’ for and ask them to give her his wages, but after she done this once or twice, he beat her to it by borrowin’ most of his pay in advance. He told it all round town, how he had outfoxed his Missus. He certainly was a caution!” (From the fifteenth paragraph)

5.1.5. **The part where Jim lie to his family**

“Well, he didn’t have no intentions of bein’ there or buyin’ tickets or nothin’. He got full of gin and laid round Wright’s poolroom all day. His wife and the kids waited and waited and of course he didn’t show up. His wife didn’t have a dime with her, or nowhere else, I guess. So she finally had to tell the kids it was all off and they cried like they wasn’t never goin’ to stop.” (From the seventeenth paragraph)

5.2. **Analysis of Jim Kendall’s Characterization**

According to Kearns (1984:610), a characterization is personality of the character and the method that an author uses to reveals this personality. It is in the initial stage where the writer introduces the character with noticeable emergence and then following the introduction of the character, the writer often talks about his behavior; then as the story progresses, the thought-process of the character. The main character for the novel is Jim Kendall. Jim worked in a factory of canned goods He is a card and character. He is pretty good drinker and quite a lady-killer. And he also is a playboy, because he

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likes other women even though he is married to his wife.

From this short story, I found that author uses only the discursive method to explain the major character. According to Kenney (1966) discursive method (direct) takes a direct approach towards building the character. The author revealed the character by descriptive portrayal or by direct comments (the author tells the readers what the personality of the character is like with straightforward manner. These comments may even refer to the character’s thoughts. But the reader has no access to the character’s mind. He remains outside; his views are shaped by the knowing narrator. Direct characterization is also important in showing the character’s motivation. Motivation refers to what characters want, fear, love and hate. The reason is because the narrator (I, who has name Dick Whitey) in this short story is using first person participant and he knows all about this story and the characteristics of the major character. Almost the entire story tells directly by the narrator who knows all about the story. These quotes about Jim’s characterization shown through discursive method:

5.2.1. **The narrator directly tells us about Jim and his wife condition**

“Then Hod Meyers would say, “Neither would your wife.” That would set everybody to laughin’ because Jim and his wife wasn’t on very good terms. She’d of divorced him only they wasn’t no chance to get alimony and she didn’t have no way to take care of herself and the kids. She couldn’t never understand Jim. He was kind of rough, but a good fella at heart.” (From sixth paragraph)

5.2.2. **The narrator tells us about Jim’s situation in his
workplace
“I guess he paid more attention to playin’ jokes than makin’ sales. Finally the concern let him out and he come right home here and told everybody he’d been fired instead of sayin’ he’d resigned like most fellas would of.” (1st and 2nd lines from the eleventh paragraph).

5.2.3. Part where the narrator tells us that Jim is a lady killer and persistent men

“Now Jim Kendall, besides bein’ a jokesmith and a pretty good drinker, well Jim was quite a lady-killer. I guess he run pretty wild durin’ the time he was on the road for them Carterville people, and besides that, he’d had a couple little affairs of the heart right here in town. As I say, his wife would have divorced him, only she couldn’t.” (From the thirty fourth paragraph)

“But Jim was like the majority of men, and women, too, I guess. He wanted what he couldn’t get. He wanted Julie Gregg and worked his head off tryin’ to land her. Only he’d of said bean instead of head. Well, Jim’s habits and his jokes didn’t appeal to Julie and of course he was a married man, so he didn’t have no more chance than, well, than a rabbit. That’s an expression of Jim’s himself. When somebody didn’t have no chance to get elected or somethin’, Jim would always say they didn’t have no more chance than a rabbit.” (From the thirty fifth paragraph).

6. CONCLUSION

After analyzing this short story Haircut by Ring Lardner, I can conclude that the main character of this story is Jim Kendall. The reason is because this story basically tells about him, the plot and resolution of conflict revolves around Jim Kendall, and the narrator purposes here is to tell about his life when he was still alive till why he can die. Jim Kendall is a humorist, rough, lady-killer, and persistent man.
He dealt with the problems in his life by making a joke out of it. He shows his bad side to his family, but when he’s with his friends, he always able to make all his friends laugh. For the characterization, the narrator use discursive method to explain the major character. It’s because the narrator know all the things about the main character and the author revealed the main character by descriptive portrayal or by direct comments (the author tells the readers what the personality of the main character.

REFERENCES


Appendix

Summary of Haircut by Ring Ladner

This story has title haircut because it tells about something which has relation to the place where the
characters work there or having fun. The narrator in this story is I who has name Dick Whitey. He tells the story and characters directly. He is a stylist/barber. The story began when he remembered his companion who has gone, in particular Jim Kendall. He is a humorist individual and savvy to mimic the voice of different persons. He is a very awful person, even though he was married regardless he prefers other young lady in particular Julie Gregg. He is a great alcohol consumer, and exceptionally unfeeling to make a joke to another individuals. He is not a very mindful person to his family. He couldn’t care less to his youngsters and his wife. Jim has a companion specifically Hod Meyers. They frequently make joke together by utilizing individuals as the object.

There is this individual who has sickness in his from the accident of him tumbled from trees when he was ten years. His name is Paul Dickson. He is obsessed with Julie Gregg yet Julie does not care for him. She likes a specialist named doc Stir. Jim calls Paul as cuckoo. He is not insane just simply senseless. Jim can mimic other individuals’ voice. He use it to lie and make joke to other individuals, for example, Dick and Julie. He ever imitated doc Stir’s voice to make a joke on Julie. One day, Jim welcomed Paul to go to lake to hunt ducks. It is likewise Jim’s error. He is extremely indiscreet. He bring weapon there to shoot ducks in the lake. After he can shoot a few ducks then he gives his weapon to Paul to tries his fortunate by it. Indeed, even Jim realizes that Paul never utilizes firearm, however he gives it a chance. Paul holds the weapon shakily and extremely anxious of the fact that he never handles a firearm. All of a sudden he shoots
Jim. At that point Jim sunk to the lake and died.
The Analysis of the Characters in Maupassant’s *The Necklace*

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Abstract

This study is an analysis of the characters in short story “The Necklace” by guy de Maupassant. The aims of this study were to describe the method of characterization and to explain the character in term of three dimensional aspects (psychology, sociology, and physiology) in short story “The Necklace” by Guy de Maupassant. To analyze the data, the writer applied theory of characterization by Kenney in his book “How to Analyzed Fiction” (1966) and theory of dimension of character by Wellek and Warren (1966). Based on the data analysis, the writer found two points in this research. The first point is about the method of characterization in presenting the main character (Mathilde) and the supporting character (Forestier) through mixing method (discursive and dramatic method), while Monsieur as the secondary character is presented through dramatic method only. The second point is about the three dimensional aspects of character. Mathilde and Forestier are presented in physiological, psychological, and sociological aspects; Monsieur is presented in psychological and sociological aspects. All of those points contribute in forming the character in the story.

Keywords: Character, characterization, dimensional aspects of character

1. INTRODUCTION

Character cannot be separated from the process of creating a work of fiction. It is one important element who carries the events in fiction so that the events are
able to establish the story. According to Richard Gill (1995), a character is someone in literary work who has some sort of identity (it does need to be a strong one), an identity which is made up by appearance, conversation, action, name and possibly thoughts going in the head.

Sometimes authors deliberately inserting the characteristics, behavior and moral values contained in humans to these fictional figures. In inserting the characteristics, behavior and moral values to the fictional character, the author use the techniques which are usually referred to as characterization or characterization methods. According to Kearns (1984:610), a characterization is personality of the character and the method that an author uses to reveals this personality.

The short story “The Necklace” by Guy de Maupassant is one literary work that gives a moral message through a simple story. The main character in the short story is Mathilde Loisel. Mathilde had been blessed with physical beauty but not with the affluent lifestyle. The writer chose this story because the story is very interesting because it has a shocking ending in which a diamond necklace that had been borrowed, lost, and then replace back is a fake necklace.

According to the explanation above, this study has two specific aims: (i) To describe the method of characterization in short story “The Necklace” by Guy de Maupassant and (ii) To explain the character in term of three dimensional aspects (psychology, sociology, and physiology) in short story “The Necklace” by Guy de Maupassant.
2. LITERATURE REVIEW

The thesis by Dewi (2008) purposes to define the main character in the novels and discover about how Daniel Steel describes the main character in terms of physiological, psychological, and sociological aspects. The theory which was applied on her thesis is taken from Theory of Literature (1955) by Rene Wellek and Austin Warren, Practical Psychology (1953) by Kerl S. Bernhardt, The fundamental of Physiology (1957) by Elbert Tokey, and Sociology Introduction (1963) by Roucek and Warren. This thesis is a suitable reference to find out how to analyze the character in terms of three dimensional aspects of character because it gave the clear analysis of each aspect.

Sawitri (2012) in her article, collected the data through library research. The method used in analyzing the character is descriptive method. In analyzing the character, she applied the theory of William Kenney (1966) and the supporting theory introduced by Lajos Egri in the book I Made Sukada (1978). The method used by the author to describe the character of the main character in the novel Jane Eyre is a dramatic blend mixing method, method and character on other character. Three aspects of the dimensions of the physical, the social, and psychological dimensions used by the writer to shape the character of the main character. The writer used this article as the reference on how to present the analysis. The weak of the article is she did not give a full analysis of the method of characterization.

3. RESEARCH METHOD

The writer used the data which was taken from http://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml.
It was the short story entitled “The Necklace” which was written by Guy de Maupassant. It first published on 17 February 1884 in the French newspaper *Le Gaulois*.

The method that is used in this research is library research. The data are collected through reading the short story repeatedly and take a note all information related to the character which became the focus of this study.

The data will be analyzed by descriptive qualitative method. The steps are reading, comprehending, and finding important details of the data, analyzing the main character, the method of characterization, and three dimensional aspects of the character in short story “The Necklace” by Guy de Maupassant. In analyzing the data, the writer used theory of characterization by Kenney in his book “*How to Analyzed Fiction*” (1966) and theory of dimension of character by Wellek and Warren (1966).

4. THEORETICAL FRAMEWORK

4.1. Character

According to Richard Gill (1995), a character is someone in literary work who has some sort of identity (it does need to be a strong one), an identity which is made up by appearance, conversation, action, name and possibly thoughts going in the head. Character can be divided based on the functions:

4.1.1. **Main character**: Takes an important part in the story and has a central position in the whole of the story. Main character is a character which consistently support the author’s idea, has much more portrayal than the other character
4.1.2. **Secondary character**: A secondary character gives the influence to the role of the main character.

4.1.3. **Supporting or complementary character**: The character that supports the other characters, less dominant than the secondary character.

4.2. **Characterization**

Characterization is the process of conveying information about the characters in the fiction. The author uses some methods in presenting the character in his or her story (Kenney, 1966: 24). The methods that can be used are:

4.2.1. **Discursive method**

The author who presents the character through discursive method simply tells about his characters. The author revealed the character by descriptive portrayal or by direct comments.

4.2.2. **Dramatic Method**

The author allows the characters to reveal themselves through their own words and actions. Compare to discursive method, this method is more lifelike and invites the reader’s active participation in the story.

4.2.3. **Character on other character method**

This method is one character talks about another character in the story. What A says to B, may tell us about A than about B. this is one source of information about character.
4.2.4. Contextual method

The contextual method is the device of suggesting the character by the verbal context that surrounds the character.

4.2.5. Mixing method

The reader will rarely find a work of fiction in which only one of the methods can be used effectively in combination with other methods.

4.3. Dimension of Character

Wellek and Warren (1966) stated that the writer must concern with three aspects to create the perfectness of the characters in describing the character. Wellek and Warren claimed that these three dimensions with a technical term “block characterization” which build the characterizations in literary work.

4.3.1. Physiological dimension

Physiological dimension can be observed through sex, age, physical appearance.

4.3.2. Psychological Dimension

It can be observed through their attitude, feeling, thought, mentality, dream, etc. Psychological aspect will show the character through their outlook, such as personality, ambition, emotion, his behavior towards the surrounding environment, ego, capability, quality, and problems.

4.3.3. Sociological Dimension

In terms of sociological aspect, it is one which indicates
the class, race, nationality, religion, relation of the character, profession, occupation, environment, and education levels.

5. **ANALYSIS**

5.1. **The method of characterization**

Characterization is the process of conveying information about the characters in the fiction. The author uses some methods in presenting the character in his or her story (Kenney, 1966: 24). The methods that were used in the short story “The Necklace” are:

5.1.1. **Mathilde Loisel**

The author used mixing methods of characterization to reveal the characteristic of Mathilde. It is the combination of discursive and dramatic method. The analysis is as follows:

a. **Discursive method.**

The author revealed the character by descriptive portrayal or by direct comments.

1. Mathilde’s physical appearance shown discursive method can be seen in quotation below:

   *She was one of those pretty and charming girls born, as though fate had blundered over her, into a family of artisans.* (page: 2)

   *She was the prettiest woman present, elegant, graceful, smiling, and quite above herself with happiness.* (page: 5)

   From this quotation, it can be seen the author present the character by his direct comment. Mathilde is blessed with the physical beauty, she is a pretty and charming girl.
b. **Dramatic method**

Dramatic method is the method of showing rather than telling. The author allows the characters to reveal themselves through their own words and actions.

1. Mathilde is ungrateful which can be seen by her own words, like the quotation below:

   “I’m utterly miserable at not having any jewels, not a single stone, to wear,” she replied. “I shall look absolutely no one. I would almost rather not go to the party.” (page: 4)

   “No . . . there’s nothing so humiliating as looking poor in the middle of a lot of rich women.” (page: 5)

   The author presents that she was not thankful for the little that she have, even when her husband secured the invitation to the ball.

5.1.2. **Monsieur Loisel**

The author used dramatic method, in which Monsieur Loisel imparts his own characteristics through the thing he said and did. The analysis is as follows:

1. Monsieur always shows his care and concern to his wife. It is showed in quotation below:

   “What’s the matter with you? You’ve been very odd for the last three days.” (page: 4)

   “Wait a little. You’ll catch cold in the open. I’m going to fetch a cab.” (page: 6)

   The quotation shows that how the author presents the character through the character’s own words and action.
5.1.3. Madame Forestier

The author used mixing methods of characterization to reveal the characteristic of Forestier. It is the combination of discursive and dramatic method.

a. Discursive method

By this method, Maupassant shows the appearance of Madam Forestier who still looks young and beautiful:

It was Madame Forestier, still young, still beautiful, still attractive. (page: 10)

From this quotation, it can be seen the author present the character by his direct comment.

b. Dramatic method

The author used dramatic method, in which Madame Forestier imparts her own characteristics through the thing she said and did. The analysis is as follows:

1. Besides wealthy, Forestier is also generous. She likes to share her jewels with her friend, Mathilde. It can be seen from quotation below:

Madame Forestier went to her dressing-table, took up a large box, brought it to Madame Loisel, opened it, and said:

“Choose, my dear.” (page: 5)

Through her own words and action, the character of Forestier is generous. She likes to share her jewels with her friend, Mathilde.

5.2. Three dimensional aspects of character

Wellek and Warren (1966) stated that the writer must concern with three aspects to create the perfectness of the characters in describing the character. These three aspects are
psychological, physiological, and sociological aspects.

5.2.1. Mathilde Loisel

a. **Physiological dimension**

Physiological dimension can be observed through sex, age, and physical appearance. These are quotes from the short story, as follows:

*She was one of those pretty and charming girls born, as though fate had blundered over her, into a family of artisans.* (page: 1)

From this quotation, it can be seen that Mathilde is blessed with the physical beauty, she is a pretty and charming girl.

b. **Psychological Dimension**

Psychological dimension can be observed through their attitude, feeling, thought, mentality, dream, etc.

*She had no clothes, no jewels, nothing. And these were the only things she loved; she felt that she was made for them. She had longed so eagerly to charm, to be desired, to be wildly attractive and sought after.* (page: 3)

This quotation shows that Mathilde is very obsessed with the wealth. She wants to charm and to be desired by the other, but she does have anything to be what she wants.

c. **Sociological Dimension**

In terms of sociological aspect, it is one which indicates the class, race, nationality, religion, relation of the character, profession, occupation, environment, and education levels.

*She suffered from the poorness of her house, from its mean*
walls, worn chairs, and ugly curtains. All these things, of which other women of her class would not even have been aware, tormented and insulted her. (page: 1)

The quotation shows that Mathilde is poor. It can be seen from the condition of her house with mean walls, worn chairs, and ugly curtains.

5.2.2. Monsieur Loisel

In describing the character of Monsieur Loisel, the writer only found out two dimensions used by Maupassant, they are the psychological and sociological aspect.

a. Psychological Dimension

Psychological dimension can be observed through their attitude, feeling, thought, mentality, dream, etc. The analysis is as follows:

“I don’t know exactly, but I think I could do it on four hundred francs.”

He grew slightly pale, for this was exactly the amount he had been saving for a gun, intending to get a little shooting next summer on the plain of Nanterre with some friends who went lark-shooting there on Sundays.

“Very well. I’ll give you four hundred francs. But try and get a really nice dress with the money.” (page: 4)

The quotation shows the personality of Monsieur, which is very generous to his wife. He always tried to make her wife feeling happy.

b. Sociological Dimension

In terms of sociological aspect, it is one which indicates the class, race, nationality, and religion,
relation of the character, profession, occupation, environment, and education levels.

…..she let herself be married off to a little clerk in the Ministry of Education. (page: 2)

The quotations shows the married status and occupation of Monsieur which is a husband and a little clerk in the Ministry of Education.

5.2.3. Madame Forestier

a. **Physiological dimension**

Physiological dimension can be observed through sex, age, and physical appearance. Such as shape of body, whether or not a person is beautiful or handsome, color of skin, and hair, etc. This is the quotation from the short story, as follows:

*It was Madame Forestier, still young, still beautiful, still attractive.* (page: 10)

The quotation above shows the physical appearance of Madame Forestier who still beautiful and young after ten years passed.

b. **Psychological Dimension**

Psychological dimension can be observed through their attitude, feeling, thought, mentality, dream, etc.

*Madame Forestier went to her dressing-table, took up a large box, brought it to Madame Loisel, opened it, and said*

*"Choose, my dear."* (page: 5)

Forestier is generous. She likes to share her jewels with her friend, Mathilde. Her behavior can be seen from quotation above.

c. **Sociological Dimension**

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In terms of sociological aspect, it is one which indicates the class, race, nationality, religion, relation of the character, profession, occupation, environment, and education levels.

One Sunday, as she had gone for a walk along the Champs-Elysees to freshen herself after the labours of the week, she caught sight suddenly of a woman who was taking a child out for a walk. It was Madame Forestier, still young, still beautiful, still attractive. (page: 10)

From the quotation above, it can be concluded that Forestier’s status is married and having a child.

6. CONCLUSION

The analysis was done to reveal the methods of characterization and three dimensional aspects (physiology, psychology, and sociology) of characters in the short story “The Necklace”. Mathilde is the main character of the story whose characteristic is presented through mixing method: discursive and dramatic method. Then, the method of characterization used for Monsieur Loisel as the secondary character of the short story is dramatic method. Meanwhile, in presenting the character of Madame Forestier used mixing method: discursive and dramatic method.

In terms of three dimensional aspects of character, Mathilde from physiological aspect is described as the beautiful woman in the beginning of the story, but at the end in the story she looks old, her hair was badly, and her hands were red due to she should work hard to pay the debt. Psychologically, she is obsessed with wealth, ungreatful, and vain. Her social status is just a wife of a little clerk. Then, Monsieur Loisel is presented as generous man and
care with her wife. Meanwhile Madame Forestier’s physical appearance is presented as beautiful woman. She has good behavior, such as very generous and sympathetic to her friend.

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APPENDIX

Mathilde Loisel, a young woman who was unhappy with her status and her marriage to a lowly clerk who works with the Department of Public Instruction. Although of a humble background, she is very pretty. Her beauty is enough to put her in the same status as wealthy woman.
One day, her husband received an invitation to an exclusive event at the Ministry. Mathilde declined the invitation, and crying due to lack of new clothes and jewelry for the event. Mathilde finally bought a new dress from her husband savings which are intended to buy a gun to shoot the birds, for hobbies. After having the dress, Mathilde revealed that she needed jewelry. At first, her husband suggested she wear flowers, however, realizes that his wife is not happy. He then advised her to borrow jewelry to her rich friend, Madame Forestier. She visited her friend and chose a diamond necklace from her collection. Her friend happily lent it to her. Mathilde arrived at the ball and became the center of attention, even catching the eye of the Minister.

She spent the night for dancing and really enjoying herself, while her husband sat waiting. They left around 4:00 pm, and took the train home. While undressing, she shouted because she realized that the necklace was missing. Her husband had to go out and look for the necklace, and found nothing. He then checked with the police station, the taxi company, and even in the newspaper, but he still did not find the necklace.

Her husband asked Mathilda to tell her friend that the necklace was being repaired. After a week, they both gave up looking and instead decided to replace the necklace. They find jewelry with replacement and negotiate to pay thirty-six thousand francs. They took three days to collect the money. Her husband took a series of loans. He finally came back and got the necklace.

He returns the necklace to Madame Forestier were apparently not happy with the late return, but did not
examine the pieces. Mathilde and her husband then worked for the next ten years to repay the loan. They get rid of the house help, Mathilde now have to take care of household responsibilities. Her husband even got another job as a copier.

After one decade, she met Madame Forestier in coincidence in the park and decided to tell the truth about the necklace. She tells everything from the night she lost the necklace, for the misery he has to face the consequences. Madame Forestier was later revealed that the necklace was only an imitation and valued at about five hundred francs.
The Analysis of Main Character in Dark Brown Dog Short Story by Stephen Crane

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Abstract
Character is an important element in a story. If the story does not have the character, it cannot be called a story because the character is an actor who carry out events in a cover story that the event enter into a story. The data was taken from short story title “Dark Brown Dog” in the internet. Descriptive analysis method is used to analyze the main character. The purpose of this paper are to describe the types of character that used in the “A Dark Brown Dog” short story and second to find out how the character development of major or main character that used in the “A Dark Brown Dog” short story. From the result of this paper are the major character is the dog and minor characters are the other characters such as the father and the rest of the family. the character development of major or main character that used in the “A Dark Brown Dog” short story are action, appearance, and author’s comment according to Arp and Johnson theory (2005; p. 103).

1. INTRODUCTION
Character may be defined as a verbal representation of a human being. Through action, speech, description, and commentary, authors portray character that are worth caring about, rooting for, and even loving, although there are also characters you may laugh at, dislike, or even
hate.

Characters may be flat, minor characters; or round and major. The major character in a story is generally known as protagonist, the character who opposes him is the antagonist. Character is revealed by how a character responds to conflict. Every stories hinges on the actions undertaken by its major character, or protagonist, a term drawn from ancient Greek tragedy that is more useful in discussions of fiction than such misleading terms as hero or heroine. Additionally, stories may contain an opposing character, or antagonist, with whom the protagonist is drawn into conflict.

The characters in the story can be divided into some categories based on the point of view taken; major and minor character, protagonist and antagonist character, round and flat character, dynamic and static character, typical and neutral character (Nurgiyantoro, 2007:176). In this case we will discuss about what types of characterization in character are used in the “A Dark Brown Dog” short story and how the character development that used in the “A Dark Brown Dog” short story.

Based on the problems above there is purpose of this paper. Firstly, to describe the types of character that used in the “A Dark Brown Dog” short story and second to find out how the character development of major or main character that used in the “A Dark Brown Dog” short story.

2. LITERATURE REVIEW

The literature review is used to make different and compare it between the new research and the papers already done previously. Literature review is used to review
papers written by Abdul Hakim with the title “Lexical Analysis on Main Character of Short Story “Amy Foster” ” this paper discusses about the lexical categories support characterization of the text. The second paper written by EtiKusumawati the title “An analysis on Intrinsic Elements of Agatha Christie’s “The Pale Horse” this paper focus discuss about intrinsic element of the novel, consisting the characters and characterization, the theme and the plot.

After reviewing the two papers above, that data compared with mine in the same topic entitled “The Analysis of Main Character in Dark Brown Dog Short Story by Stephen Crane”. The data was taken from the internet that accessed in 13th June 2016. This research was focused on main character of short story.

3. RESEARCH METHOD

The method used by the writer in this research is qualitative method that will used descriptive – analysis. Descriptive analysis method is used to analyze the main character. In this paper, the main focus of analysis the main character in the “Dark Brown Dog” short story. Thus, the writer is going to use the theory from Koesnosoebroto to explain how the types of character are used in the “A Dark Brown Dog” short story which is in the basic of importance character can be divided into two types, mayor and minor character.

First, the writer reads the Dark Brown Dog short story deeply, understands comprehensively. Second, the writer finds the main character in the story. Third, gives the code of the variable. Fourth, applied the character in the story as the main character in accordance theory. Finally, give the
4. **THEORETICAL FRAMEWORK.**


Character can be divided into two kindly major or main character and minor character. Major character is the most important character in a story. Basically, a story is about this character, but he cannot stand on his own; he need other characters to name tie story more convincing and lifelike. Minor characters are characters of less important than those main.

4.2. **Arp and Johnson (2005; p. 103)**

*Character development* is the change that a character undergoes from the beginning of a story to the end and how developed and complex a character is. Some characters start out as highly developed. The importance of a character to the story determines how fully the character is developed. A well developed character is one that has been thoroughly characterized, with many traits shown in the narrative. The better the reader knows the character, the better the character development. Thorough characterization makes characters well rounded and complex.

5. **ANALYSIS**

The story, “The Dark Brown Dog”, is about a boy who is stumbled upon a dark brown dog. The boy shares a few pats on the back of the dog, and then the boy walked home. Although the dog follows the little boy, the little boy does not want him to follow him. The dog kept following the boy,
so the boy hits the dog, but the dog still follows. Soon the boy takes the dog into his home, and the father sees the dog, and does not like what he sees. However, the family, as a whole, agreed to let the dog stay. Over time, the dog and the boy build a strong connection. Then, as soon as the boy is not in sight, the dog is abruptly abused. These abuses haunt the dog, the dog gets nightmares at night, he screeches and howls while he is asleep, and the only person who helps with the dog’s fear is his friend, the boy. The dog is always happy when he is around, and soon the dog remembers the time the boy leaves and returns and the dog can literally hear the footsteps of the boy. This story is about how a dog and a little boy building up a strong relationship, but their environment and the people around them affect the dog.

5.1. Types of character are used in the “A Dark Brown Dog” short story. On the basic of importance character can be divided into two types, mayor and minor character (Koesnosoebroto, 1988:69).

a. Major character is the dog. The dog is the most character which always rose in most of events. From the first he meets the boy until he dies he never changes his attitude or mind towards the boy. Even though the boy ever hits him but he forgives him and will always be a good friend to the boy. But we can see that so the dog which had a very small body, soft and weak body is the dominant in this story. We can imagine that the dog was a very unlucky animal, a pity animal, a suffer animal.

b. Minor characters are the other characters such as the father and the rest of the family. Because they only did
not appear full of the story. They never molest the dog if the boy is around they will do it every time the boy is not at home. Their bad attitude toward the dog because from the very first beginning, they already judge the dog as an unreputable and unimportant dog.

5.2. *Character development* is the change that a character undergoes from the beginning of a story to the end and how developed and complex a character is. Arp and Johnson (2005; p. 103). The character development of major or main character that used in the “A Dark Brown Dog” short story:

a) **Action**

In the short story, the character shown their action to differentiate the type of characterization between one character to the others. What the character does tell us a lot about him/her, as well as how the character behaves and his or her attitude.

Analysis: The dog faces every problem patiently; he sees that the problem is always his mistake. He tries to minimize the problem by cooling down and praying, he never fights back he also tries to prove to the child that he is a good and a valuable dog so that the child willing to keep him.

1) First, when the dog meets the child, he tries to amuse him when he got miss communication with the child (he thinks that the child is angry but actually he thinks the dog is funny) he only waits and prays. That can see in the paragraph 6 of the story, which explain about dog’s behavior.

2) Second, when the child is bored then decides to return home, the dog follows him, even though the child has thrown stick towards him he keeps pursuing the child
because he is curious and wants to be near with the child.

3) Third when the family rejects him and molests him, he learns how to avoid the missiles and feet because he knows that the boy is not always at home to protect him. He has to protect himself because he wants to see the boy for a long time, if he dies because of the missiles he won’t see the boy anymore.

b) Appearance

Through the story that described by the author, we will know how the character’s physical appearance is described. so the appearance is one of the factor that affect the use of type of characterization.

Analysis: The appearance of the dog we can see in this story.

1) First, “Little dark brown dog with short rope was dragging from his neck”. (A Dark Brown Dog short story in sentence one paragraph 3). From this sentence, we can see the author describe the little dog which has a dark brown color in dog’s body, with the rope in his neck. It indicates that the condition of the dog is has been treated previously. But the author did not give information that the dog was thrown away or run away from their owners.

2) Second, “Occasionally he trod upon the end of it and stumbled” (A Dark Brown Dog short story in sentence two paragraphs 3). From this sentence, we can see that the dog has a weak physical even he tripped while chasing the boy. Thus, the current situation is very worrying dog.

c) Reader’s comments

The wording the reader uses in the narrative adds to character. How the reader’s comment after read the short story.

Analysis: After read the story of A Dark Brown Dog, we can see how the author want to show us about loyalty, friendship and faithfulness between the dog and the child. We
can see from the story that the dog always got a bad treatment from the family, but the dog still stayed at the house because the dog felt that he has found his true friend there.

6. CONCLUSION

Based on the problems above the writer can conclude that the first, the author used the major or main character and minor character in types of characterization according to Koesnosoebroto. Major character is the dog and minor characters are the other characters such as the father and the rest of the family. The second, the character development of major or main character that used in the “A Dark Brown Dog” short story are action, appearance, and author’s comment according to Arp and Johnson theory (2005; p. 10)

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The Analysis of Characters and Plot in Draanen’s *Flipped*

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Abstract
The study entitled *The Analysis of Character and Plot in Draanen’s “Flipped”* is aimed to find out how the characters in the novel influence the development of the plot in Draanen’s *Flipped*. There were some theories that are used in this study such as the theory about character proposed by Abrams (1999: 76) and theory about plot which is proposed by Lukens (2003:6), Gorden (1975:1) and Diyanni (2001, p.42). Draanen’s *Flipped* explore all the ways relationship changes between the main characters during the time which is influenced by the character of the main characters, Bryce Loski and Juli Baker. It tells the story about Juli and Bryce who have different understanding about each other because different perspective that the characters have about almost in every situation that occurs within the storyline. That kind of perspective about each other keep for years, until some problems come and their feeling, thought and perspective about each other flipped.

*Keywords: character, plot, Flipped, Draanen*

1. **INTRODUCTION**

Literature is a form of art arising out of the human ability to create languages. According to Culler (1997:27), literature is a speech act or textual event that elicits certain kinds of attention. Literary work can be analyzed
in its intrinsic elements and extrinsic elements. Intrinsic elements are the basic elements of a story (Diyanni, 2001:44). The elements consist of character, setting, plot, point of view, style and tone, and theme. Those elements have correlation to one another in forming characteristics of a fiction.

Character, for instance, has complex branches as it can be divided into several types in accordance to the theorists who classified such types. Apart from that, it also has methods and aspects, with various theorists, which connects the character’s existence in a story. The similar statement also applies to the other elements, such as plot. The sections of plot are useful in order not to distort the direction of setting analysis in a story.

In this study, a novel entitled Flapped by Wendelin Van Draanen has been taken as the data to be analyzed. This study wants to find out how the characters in the novel influence the development of the plot in this novel. Therefore, this study is considered to be worthy to be analyzed. It is expected that this study will bring significant contribution to English teachers, learners, and everybody who is interested in literature, especially novel.

2. LITERATURE REVIEW

This study was inspired by some previous writings such as a study by Ardiyanthu entitled The Intrinsic Elements of The House by Dina Oktaviani (2010). This previous writing focused on describing the intrinsic element in the novel using some theories that purpose by some expert, such as: DiYanni, Abrams and Arp and Johnson. And also a thesis entitled An Analysis on Intrinsic Elements of Agatha Christie’s “The Pale
“Horse” by Kusmawati (2007) which is focused on how Agatha Christie develops the plot of the novel. In this writing, the writer used descriptive analysis method where the writer describes the data that have relation to the method and the research question based on the relevant theory.

This previous study analyzed the characters in terms of physiological, sociological, and psychological aspects but focused more on the sociological aspect. Another previous study that also inspired this study is *Method of Characterization and Three Dimensional Aspects of Main Character in Brontë’s Jane Eyre* by Sawitri (2012) which is focused on analyzed the three dimensions of character including the characterization method used by the author to present the characters.

3. RESEARCH METHOD

The data was taken from the novel *Flipped* by Wenderlin Van Draanen that was published by Random House USA Children’s Books in New York, United State which is taken from internet in form of pdf file. *Flipped* is one of the best works of Wenderlin Van Draanen. This data was chosen because it contains many relevant data to the problem which is discussed and analyzed in this paper. Apart from its moral values, fames, and its inspiring story, however, the main reason of why this novel is selected is because the main character in this novel affected the most plot of the novel.

The data collected and selected by using documentation research where the researcher took several steps. First, the data was taken by reading and understanding the content of the novel and doing the selection that based on and related to the topic. In this case the elements of the fiction, especially,
those about the main character and plot were selected by quoting, and note taking. Then, the data that are found were collected and used in presenting and support the analysis of the study.

This data which are collected from the data source used qualitative method, where all the data that already collected was necessary classified according to appropriate categories. After classifying, the data was analysed in order to determine its main character types and characterization method by using theory that purposed by DiYanny, Abrams and Nurgiyantoro; also determined its theme by using theory that purposed by Arp and Johnson.

4. **THEORETICAL FRAMEWORK**

There are some theories used in this study such as the theory about character proposed by Abrams (1999: 76) and theory about plot which is proposed by Lukens (2003:6), Gorden (1975:1) and Diyanni (2001, p.42).

4.1. **Character**

In fiction, a character may be defined as a verbal representation of a human being. Through action, speech, description, and commentary, authors portray character that are worth caring about, rooting for, and even loving, although there are also characters you may laugh at, dislike, or even hate.

Abrams (1999: 76) says that “Character is people who are appeared in a narrative prose or novel and it is interpreted by the readers as a person who has moral quality and certain tendency such as being expressed in what they say and what
they do”. Character is the people in a novel are referred as characters. We assess them on the basis of what the author tells us about them and on the basis of what they do and say. Another point to remember is that the characters are part of broader pattern. They are members of a society, and the author distinctive view of who people relate to society will be reflected in the presentation of every character.

The characters in the story can be divided into some categories based on the point of view taken; major and minor character, protagonist and antagonist character, round and flat character, dynamic and static character, typical and neutral character (Nurgiyantoro, 2007:176).

4.2. Plot

Lukens (2003:6) stated plots as the sequence of events showing character in action. In another book Gorden (1975:1) defines plot as an author careful arrangement of incident in a narrative to achieve a desire effect. In short, the writer can conclude that the plot is the serial arrangement of incidents, ideas or events. In literature, the plot encompasses all the incidents and provides aesthetic pleasure. The story of the novel progresses through various plots and conflicts. This is not different with the theory of Diyanni (2001, p.42) which is stated that plot is the order of events that are arranged to make a whole story.

The plot has its five levels which are: Expository, Rising Action, Climax, Falling Action and Resolution. Each of the above levels must be examined in relation to the story being read. Both the complications in the rising action and the climax can be physical, mental, or emotional.
4.2.1. Exposition

Exposition is the beginning of a story in which the appearance of the characters and the setting for the first time appeared in a story or movie. It may mean the introduction of the characters, setting of place and time. The introductory material often creates the tone and gives the setting, introduces the characters, and supplies other facts necessary for understanding.

4.2.2. Rising Action

In the book, A Student Guide to Play Analysis, Rush (2005, p. 52) Stated that the rising action pointed the problem which the protagonist has been through and achieve the goals. Rising actions seems happened between the introduction, and climax in the story. Rising action is the part of plot that may happen when the two main characters faced the conflict in the story. In this part of plot were got harder and complex when the main character struggles towards the problem.

4.2.3. Climax

From the book, A student Guide to Play Analysis, Rush (2005, p. 58) stated that, climax is the major conflict or the biggest conflict when the protagonist faced the final problem and he/she had solved the problem in the story. While Stanford (2003, p. 28). Stated that climax is the moment of the greatest tension in a story. The climax usually shown when in the story there are conflicts that the major character faces. It also sometimes it can be the solution of the problem or struggles that the main character has been through.
4.2.4. Falling Action

Falling Action is the stage when the tension of the story calms down (Diyanni, 2001, p.45). It always appears in the story that the story will soon end.

4.2.5. Resolution

According to Arp and Johnson (2006, p. 49) most, fiction has a happy ending, where the protagonist can be able to solve the problem, defeat enemies, and find the true love and live happily ever after. While according to Diyanni (2001, p. 45) resolution happened when the action falls off as the plot’s complication are sorted out and resolved. This is the ending of the story which main character has already solved the problem.

5. ANALYSIS

Main character is the central character that plays an important role in the story. In the novel Flipped by William Van Draanen, two characters, Julie Baker and Bryce Loski play a major role in the development of the story. The difference point of view between these two main characters, make the story more interested.

The discussion below concerned with the analysis of main character’s characteristic and plot of the story.

5.1. Analysis of Main Character

5.1.1. Bryce Loski

Bryce Loski is a seven-years-old boy when he moves in across the street from Juli Baker’s house. He has blonde hair and “dazzling” blue eyes that make Juli Baker falling in love.
Bryce is shy boy, his kind of a quiet around other people.

Sitting next to Bryce was nice. He was nice. He’d say Hi, Juli to me every morning, and once in a while I’d catch him looking my way. He’d always blush and go back to his own work, and I couldn’t help but smile. He was so shy. And so cute! (Juli Baker, page: 15 – Flipped)

When we talk about Bryce Loski after read the novel, we will think that Bryce Loski is such a coward. He usually confused with everything, including his own opinion, so sometimes he had a difficult time to stand-up for his own. Even in the novel, Juli Baker, Rick Loski (Bryce father) and Chet Duncan (Bryce Granddad) thinks that he such a coward boy.

“I don’t know, Patsy. I’m more concerned that our son is a coward.” (Rick Loski, page: 41 – Brawk-Brawk-Brawk!)

I was happy to finally be planting the yard, but I couldn’t help being distracted by Bryce’s window. Was he watching? During the rest of the afternoon, I checked more often than I’d like to admit. And I’m afraid Chet noticed, too, because when we were all done and we’d congratulated each other on what was sure to be a fine-looking yard, he said, “He may be acting like a coward now, but I do hold out hope for the boy.” (Juli Baker, page: 77 – The Yard)

Bryce deals with a lot of fears. He’s afraid to climb the sycamore tree. He’s too much of a scaredy-cat to stand up to his dad when he’s being a jerk. He’s too frightened to eat Juli’s eggs just because an unnecessary reasons or even afraid to talk to Juli about them, and then choose to throw the eggs into the trash for two years. This is show that Bryce not just coward, but also dishonest.
She chased me and blocked me again. “What happened?” she wants to know. “Did they break?”

Perfect. Why hadn’t I thought of that? “Yeah, Juli,” I told her. “And I’m real sorry about that.” But what I’m thinking is, Please, God, oh please, God, let me make it to the garbage can.

God must’ve been sleeping in. Juli tackled the trash and pulled out her precious little carton of eggs, and she could tell right off that they weren’t broken. They weren’t even cracked.

She stood frozen with the eggs in her hands while I dumped the rest of the trash. “Why did you throw them out?” she asked, but her voice didn’t sound like Juli Baker’s voice. It was quiet. And shaky.

So I told her we were afraid of salmonella poisoning because her yard was a mess and that we were just trying to spare her feelings. I told it to her like we were right and she was wrong, but I felt like a jerk. A complete cluck-faced jerk. (Bryce Loski, page: 43 – Brawk-Brawk-Brawk!)

From this story, we also found out that Bryce Loski is such a judgmental person. He thinks that living across a street from Juli Baker is nightmare. For him, Juli is such a dangerous, annoying and weird person, that’s why she always avoiding her. But, in the end of the story, we can see that something changing, Bryce Loski opinion about Juli Baker was complete change and everything flipped. The important thing’s is that when Juli start get mad at him, he also knew that he was wrong he being a awful jerk, so he keep apologize to Juli and he try really hard to show Juli that he really feel sorry and regret. Then, he longer being a coward Bryce but he become more mature boy who can stand up for himself and become a better person.
Bryce Loski who always avoiding Juli Baker also turn into Bryce Loski who start to seeking attention from Juli Baker when he open his eyes and got to know the real Juli. He start falling in love with Juli and try everything to make her forgive him for everything that he already did. That’s why in this story, Bryce Loski is a round character, because we go along on Bryce’s journey from being a seven-year-old kid to a teenager—and he goes through tons of change by the time he reaches eighth grade.

5.1.2. Juli (Juliana) Baker

Juli or Juliana Baker is a young girl who has brown hair and brown eyes. Juli is a very smart girl and very respectful, she always got a good mark at school. That can be seen from the narration that came from Bryce:

Juli Baker is the kind of annoying person who makes a point of letting you know she’s smart. Her hand is the first one up; her answers are usually complete dissertations; her projects are always turned in early and used as weapons against the rest of the class. Teachers always have to hold her project up and say, “This is what I’m looking for, class. This is an example of A-plus work.” Add all the extra credit she does to an already perfect score, and I swear she’s never gotten less than 120 percent in any subject. (Bryce Loski, page: 10 – Diving Under)

In this story Juli Baker has shown a grace, kindness and selflessness. She gives Bryce and his family chicken eggs for free when she actually can sell it. She did it because she thinks that Bryce is her friend, and she also want to unite their family. Juli Baker is a kind-hearted girl also we can see from
how she always wants to make her parents happy and how
good she raised her chickens and her dog. On the auction at
the Basket Boys event, her friend’s Jon Trulock is up for and
no one bids on him, Juli steps up to the plate and bid for him
because she can’t help herself to feel bed to Jon, she help him
and make it feel better.

“But why isn’t anyone bidding on him? He’s… he’s so nice.”
Darla nodded. “Exactly.”
That’s when I realized what I had to do. My hand shot into
the air and I called, “Ten!” (Juli Baker, page: 134 – The Basket
Boys)

Juli Baker also has a strong spirit and an independent
nature. She likes outdoors and animals as she raised chicken
and has a dog, and she also spends her free time fixing the
yard and climbing the Sycamore tree. She also stong minded,
she never afraid to stand up for her conviction. Granddad
Chet (Bryce’s granddad) says that Juli Baker has an “iron
backbone”. She stand-up for her favorite sycamore tree;
when some peoples told her that they going to cut down the
tree. When folks come to chop the tree down, she refuses to
climb out of the branches and held on to the branch more
tightly. This can be seen from the dialogue when she said:

The bus was three blocks away. I’d never missed school for
any reason other than legitimate illness, but I knew in my heart
that I was going to miss my ride. “You’re going to have to cut me
down!” I yelled. Then I had an idea. They’d never cut it down if all
of us were in the tree. They’d have to listen! “Hey, guys!” I called
to my classmates. “Get up here with me! They can’t cut it down
if we’re all up here! Marcia! Tony! Bryce! C’mon, you guys, don’t
let them do this!” (Juli Baker, page: 29 – The Sycamore Tree)

Juli is really such a persistent girl. That’s can be seen not just from how hard she try to stop the people from cutting down the tree, but also from how long she keep her feeling for Bryce Loski.

In the beginning of the story, we can found out that Juli Baker has a massive crush on Bryce Loski. She falling in love with Bryce ‘dazzling’ blue eyes and she see something on it. She keeps like Bryce Loski even when he always avoiding and acts so coldly toward her.

The first day I met Bryce Loski, I flipped. Honestly, one look at him and I became a lunatic. It’s his eyes. Something in his eyes. They’re blue, and framed in the blackness of his lashes, they’re dazzling. Absolutely breathtaking.

It’s been over six years now, and I learned long ago to hide my feelings, but oh, those first days. Those first years! I thought I would die for wanting to be with him. (Juli Baker, page: 12 – Flipped)

Bryce doesn’t really like Juli but she always thinks that every time Bryce avoiding her, she thought that was because Bryce just such a shy boy, not because he doesn’t like her. From this we can also see that Juli Baker is actually such an optimistic girl.

On this story, Juli Baker character is a flat character because she stays like that the whole story. In the middle of story she maybe get a little bit angry because Bryce Loski hurt her feeling, but at the end of story Juli actually still as Juli Baker like the beginning of story.
5.4 Analysis of Plot

5.4.1. Exposition

Exposition is the first part which situation of character is explained, it leads up to the further development of the plot. In exposition, the background information is needed to provide information of the whole story.

The writer make the novel switches between two narrators which is used the main characters, Bryce and Juli as the narrator. By the switching of the narrator, the readers can easily see the event in the novel from two sides or two different perspective of the story between Bryce Loski and Juli Baker.

There are some events that can be seen in the beginning of the story which is tell us and introduce us about the character, setting and the potential situation of conflict that might be happens.

a. The story is began when Bryce Loski and family moves across the road of Juli Baker’s house and Juli feel so excited when she found out that Bryce is her age.

   It all started the summer before second grade when our moving van pulled into her neighborhood. (Bryce Loski, page: 6 – Diving Under)

   Two days before the second grade is when it started, although the anticipation began weeks before—ever since my mother had told me that there was a family with a boy my age moving into the new house right across the street. (Juli Baker, page: 12 – Flipped)

   The beginning of the story, Bryce Loski and Juli Baker become the narrator and tell us about how the start of their
relationship in their own perspective or point of view. From the sentence above we can see that Bryce Loski and his family just moving across the street of Juli Baker’s house. Bryce just seven-years-old boy who has the same age with Juli Baker. When Juli finally found out that there will be a boy in her age moving into the new house right across the street and she finally has a playmate, she definitely happy. So, when she found out that the moving van just arrived, she immediately wants to run away over there to see her new playmate.

The day of Bryce Loski’s moving van arrive, that also the day Bryce meet Juli for the first time. Their first meeting that day is the start of every story about them.

b. **Juli Baker has a huge crush on Bryce Loski, but Bryce seems not into her, all he thinks about Juli is she’s weird.**

   *She didn’t just barge into my life. She barged and shoved and wedged her way into my life. Did we invite her to get into our moving van and start climbing all over boxes? No! But that’s exactly what she did, taking over and showing off like only Juli Baker can.* (Bryce Loski, page: 6 – Diving Under)

   *Because I didn’t want to be kicked around, that’s why. And although I couldn’t say it like that at the time, I still had enough sense at age seven and a half to know that Juli Baker was dangerous.* (Bryce Loski, page: 9 – Diving Under)

The first time Bryce Loski meets Juli Baker, he already feels that he doesn’t like her. He feels so annoyed when Juli keeps want to help him and his father when they didn’t asked or want Juli to help them. As the time goes by, Bryce still doesn’t change his judgments about Juli. And from the
narration above, Bryce tell us that she thinks that Juli such a dangerous, weird, annoying girl, and better for him to stay away from her. And what he really wants from Juli Baker is to stop disturbing him.

_The first day I met Bryce Loski, I flipped. Honestly, one look at him and I became a lunatic. It’s his eyes. Something in his eyes. They’re blue, and framed in the blackness of his lashes, they’re dazzling. Absolutely breathtaking._ (Juli Baker, page: 12 – Flipped)

Since the first time Juli Baker meet Bryce Loski, she already has a massive crush with the boy. She just seven-years-old and she already love Bryce Loski. She falling in love with Bryce’s ‘dazzling’ blue eyes that make her feel something different. This is the start of the problem that happens in the story. It’s like a dilemmatic situation; Bryce doesn’t like Juli Baker and thinks that she kind of dangerous and wired girl, while Juli thinks that Bryce just such a shy boy and she really likes Bryce, she even thinks about their first kiss that not happens yet.

5.4.2. Rising Action

Rising action has two important terms, such as complication and development. Mean that complication in the story developed the story itself. It is also the beginning of changing.

After exposition is shown, we know the character and situation between the characters in the story. Then in rising action the conflict begin to happen. In this part the character start causes the problems for each other. The main character in the story start to faces not just the conflict that appears
cause of the others characters but also because the character him/herself. Some events that are found as a rising action, such as:

a. **Bryce wants for Julie to leave him alone, but what Juli wants is for Bryce to pay a little attention to her.**

   All I’ve ever wanted is for Juli Baker to leave me alone. For her to back off — you know, just give me some space. (Bryce Loski, page: 6 – Diving Under)

   Just from that sentence above, we can see that Bryce Loski seriously want Juli Baker to stay away from him and leave him alone. It’s seems like, everyday he try really hard to avoiding Juli Baker and that make him suffocated. He keeps telling himself to stay away from Juli but he actually never told Juli by himself that he actually feels uncomfortable every time Juli try to approaching him. That’s make Juli thinks that Bryce just being shy and she doesn’t really get it about Bryce true feeling.

   It’s been over six years now, and I learned long ago to hide my feelings, but oh, those first days. Those first years! I thought I would die for wanting to be with him. (Juli Baker, page: 12 – Flipped)

   Looking back on the second grade, I like to think it was at least partly scientific curiosity that made me chase after that kiss, but to be honest, it was probably more those blue eyes. All through the second and third grades I couldn’t seem to stop myself from following him, from sitting by him, from just wanting to be near him. (Juli Baker, page: 12 – Flipped)

   Juli definitely such a persistent person, she keeps like Bryce Loski, even he keep avoiding her. Juli feeling that never change here make the story more interesting. And
the problem start to rise when two different people have a different view of each other.

b. Juli likes climbing a sycamore tree in the park, but one day people told her that the tree will be cut down. Juli doesn’t want that to happen so she climbs the tree and people keep telling her to come down so they can cut it.

Now, Juli Baker did not wind up on the front page of the Mayfield Times for being an eighth-grade Einstein, like you might suspect. No, my friend, she got front-page coverage because she refused to climb out of a sycamore tree. (Bryce Loski, page: 17 – Buddy, Beware!)

Don’t get me wrong here, okay? The tree was an ugly mutant tangle of gnarly branches. The girl arguing with those men was Juli — the world’s peskiest, bossiest, most know-it-all female. But all of a sudden my stomach completely bailed on me. Juli loved that tree. Stupid as it was, she loved that tree, and cutting it down would be like cutting out her heart.

Bryce tell as the story about Juli who being ‘so in love’ with a tree, she really like to climb the tree everyday and when people want to cut down that tree Juli the first and only one person who stood up for the tree to not be cut down. Even person like Bryce who not really care with the existence of Juli Baker, know very well that the tree means so much for Juli and she will be really sad and broken if someone cut down the tree. But, he just can do anything to help her. She try to asked him to help her by following her to climbing the tree, but he just can’t - even he really feel bad for her.
My heart was crazy with panic. I didn’t know what to do! I couldn’t leave and let them cut down the tree! I cried, “You can’t cut it down! You just can’t!” (Juli Baker, page: 28-29 – The Sycamore Tree)

What Juli did when she try to stop people from cut down the tree is really prove that Juli Baker really love nature and she always stood up for everything that she feels right. When she climbing the tree she can see every color in the sky and how beautiful it is. The tree is something that make her start to feel and think about everything in difference way, so when she found out that the tree will be cut down, she just can’t keep quiet and do nothing.

When people start to tell her to went down from the tree, she just can’t and she keep asking help from her friend, according to Bryce, but they just watching and choose to turn their back and go away. That’s making Juli feel hurt more. She loves the tree and she also thinks that everyone loves it, but it’s just turn wrong. This is the first part of Juli getting hurt in the story and makes us understand that if there something precious in your life going to be taken away from yourself and you feel like you can’t do anything, just stood up for it if you feel it right. But, if that one still taken away from you, it’s ok, as long as you already fight for it.

c. Juli start raising chickens and selling their eggs, but since she thinks Bryce is her friend, she gives him free eggs. When Bryce family know about it, they told him to give the eggs back to Juli because they afraid of Salmonella. Bryce afraid to tell Juli about it or give
it back, therefore he always throwing the eggs away without Juli knowing for two years.

“You know … my chickens? The ones I hatched for the science fair last year?”

“Oh, right. How could I forget.”

“They’re laying eggs!” She pushed the carton into my hands.

“Here, take these! They’re for you and your family.”

“Oh. Uh, thanks,” I said, and closed the door. (Bryce Loski, page: 34 – Brwak-Brawk-Brawk!)

This went on for two years. Two years! And it got to a point where it was just part of my morning routine. I’d be on the lookout for Juli so I could whip the door open before she had the chance to knock or ring the bell, and then I’d bury the eggs in the trash before my dad showed up. (Bryce Loski, page: 42 – Brawk-Brawk-Brawk!)

Conversation above tell us about the first time Juli Baker give Bryce her chicken’s eggs. When Juli give the egg’s to Bryce, he didn’t excited at all, he just want Juli to take it back, but when he see smile from Juli Baker, he just feel wrong if he do it. So, he take the eggs even he don’t really want it. When, his family found it about the eggs come from Juli Baker’s chicken, they told Bryce to give it back to Juli, because looks at how Juli’s house looks, how dirty their yard, Bryce’s family afraid that the eggs will effected and afraid that they maybe can get Salmonella. Then, because afraid of Juli he choose to bury the eggs in the trash before his family found out the eggs.

5.4.3. Climax

Climax is the top part in the story; this is the crucial part of the story, the part which determines the outcome of
the conflict. Climax is synonymous with turning point, to change the story from rising action to falling action.

The climax parts in this story tell us about how the perspective or point of view, or thought of the characters about each other start to flipped and make them see everything in different ways.

a. One day Juli come to Bryce home to give him some more eggs and she does, but Juli doesn’t leave the house immediately, she stood there a couple of minutes admiring the door. Then, she turned around and saw Bryce throwing away the eggs. When Juli asked him about it, Bryce tried to make up that the eggs were broken, but when Juli opened the trash box, she know that Bryce lying. She found out that all this time, Bryce always throwing her eggs when she actually can sell it.

She stood frozen with the eggs in her hands while I dumped the rest of the trash. “Why did you throw them out?” she asked, but her voice didn’t sound like Juli Baker’s voice. It was quiet. And shaky. (Bryce Loski, page: 42 – Brawk-Brawk-Brawk!)

Bryce choices to throw the eggs to the trash, than give it back to Juli make everything worst. The day Juli found out about the eggs that always being throwing away by Bryce’s family, Bryce told Juli that his family afraid of Salmonella, because her yard was a mess and he just try to spare her feelings. But, hearing that Juli getting angry, sad and disappointed. Because Juli know that if she didn’t give the eggs to Bryce’s family she can sell it over the neighborhood and get a hundred dollars. When, Bryce starts to feel like a real jerk, Juli just races across the street with a tears flooding
over her eyes. Bryce may did that because he afraid of Juli or just didn’t want to disappointed Juli’s smile, but what he did just prove that he such a coward and make their relationship in very bad situation.

b. **Bryce talked bad things about Juli’s uncle and how Juli family lives to his friend (Gerret), and Juli heard about it.**

   "Bryce was sounding like he felt really bad, but then suddenly my blood ran cold. He was talking about David!

   And then Garrett laughed and said, “A retard? Well, that explains a lot, doesn’t it? You know… about Juli?”

   For a second, there was silence. And at that moment I was sure they must be able to hear my heart pounding in my chest, but then Bryce laughed and said, “Oh, right.” (Juli Baker, page: 96 – The Visit)

   When Bryce talked with his friend Gerret, Juli hear what they talked about. Juli heard about how awful and guilty Bryce feel about the eggs incident, but she also heard that Gerret called her uncle retard and Bryce just agree with him. Heard Bryce talked a bad things about her uncle, of course Juli getting so mad, after all what happen before and now he talks like that about her uncle, of course Juli has a good reason to getting mad at him.

   But what Juli doesn’t know that, that time when Gerret laughing and called Juli’s uncle a retard, Bryce actually didn’t want to agree with Gerret. He wants to stop Gerret thinks like that and said that Juli’s family is a wonderful people, but he just can’t do that. This is the other reason or problem that makes Juli and Bryce relationship getting worse.
c. Bryce feel bad with everything’s he did, he realize how fool he was all these years.

I went down to my room to pack my stuff for school, feeling like the biggest jerk to ever hit the planet. I’d been sneaking around throwing out eggs for over two years, avoiding her, avoiding my father — what did that make me? Why hadn’t I just stood up and said, No thanks, don’t want ‘em, don’t need ‘em, don’t like ‘em…. Give them to the snake, why don’t you? Something!

Was I really afraid of hurting her feelings?

Or was I afraid of her? (Bryce Loski, page: 43 – Brawk-Brawk-Brawk!)

After everything that he ever done, Bryce start to thinks about everything that he did and feel guilty about it. He realizes that all this time he really being a jerk and such a coward person in front of Juli Baker. He really never stood up for everything that he wants, what he thinks or what he actually feels, he just too busy being a coward that make him in this kind of position right now.

d. Bryce tries to kiss Juli at school in front of their friends

She broke away from me.

I sat there by myself and didn’t even care about covering up. I just wanted to be with her. To talk to her. To hold her hand again.

To kiss her (Bryce Loski, 122 – Flipped)

I can’t remember what I said. He was looking into my eyes, holding my hands tight, and then he began pulling me toward him. My heart was racing and his eyes were closing and his face was coming toward mine…. Right there, in front of all the other basket boys and their dates and the adults, he was going to kiss me.

To kiss me. (Juli Baker, page: 136 – The Basket Boys)
Narration above is narrations from our main characters, Juli and Bryce Loski that told us their own feeling when the kiss just going to happens. This part is when they finish the Basket Boys auction and Bryce starting to found out his true feelings about Juli Baker.

5.4.4. Falling Action

Following the climax, the rest of the novel is devoted to showing what and how the characters lives like after the major change in their fortunes. In falling action one by one of the problems or conflict that occurs in rising action can be resolved.

Falling action also contains a moment of final suspense, usually wrapped up the story and lead to the conclusion. In this story these parts tell us the result of the climax. After the conflict that happens and after their perspective flipped, the characters in the story start to find their way to express their feeling, try to fix everything that happens.

a. Juli start working on her family garden, and one day Bryce’s grandfather saw her and he end up helping her.

Then one day I’m coming home from hanging out with Garrett after school, and there’s Juli in her front yard, hacking at a shrub. She is thrashing on the thing. Branches are flying over her shoulder, and clear across the street I can hear her grunting and growling and saying stuff like, “No…you… don’t! You are coming… off… whether you like it or …not!” (Bryce Loski, page: 57 – Get a Grip Man)

After Juli found out that Bryce always throwing away the eggs that she gave to him, because they afraid of
salmonella (they thinks about it because Juli house and yard situation is such a mess) Juli start to convey her parents to clean up and fix up their yard.

After get permission and support from her parents to do it, Juli start fixing her front yard by herself. However, Ched (Bryce’s grandfather) who is always looking at Juli doing the work by herself start to help her. They work together every day to make the yard more tidy and beautiful. Juli just didn’t want other people will judge their family because they have an ugly and dirty yard.

b. Juli avoiding and stop talking to Bryce Loski because what he did (throwing all the eggs that she gave to him). She even stop going to school with bus, and choose to use bicycle.

I felt fire burn in my cheeks and a cold, hard knot tighten in my heart. And in a flash I knew—I was through with Bryce Loski. He could keep his brilliant blue eyes. He could keep his two-faced smile and… and my kiss. That’s right! He could keep that, too. I was never, ever going to talk to him again! (Juli Baker, page: 97 – The Visit)

After everything’s that Bryce Loski did, Juli Baker can’t help herself to not hate Bryce Loski. She start to avoiding him and forget her feeling for him. She thinks that Bryce doesn’t deserve her real feelings for him because he make her mad, sad and cry over and over. What make her more disappointed with Bryce Loski is when he talked a bad thinks about Juli’s house, uncle and her family. That enough for her to stop thinking about Bryce Loski.
c. Bryce’s mother invited Juli’s family for dinner at Loski family’s house.

“The solution is …,” my mom said as she served herself some pancakes, “… we’re going to invite the Bakers over for dinner.”

My father blurts out, “What?”; Lynetta asks, “All of them?”; I put in, “Are you serious?”; but my grandfather heaps on another fried egg and says, “That, Patsy, is a marvelous idea.”

“Thanks, Dad,” she says with a smile, then tells Lynetta and me, “Of course I’m serious, and yes, if Juli and the boys want to come, they’ll be invited.” (Bryce Loski, page: 80 – Looming Large and Smelly)

After feel so guilty about the eggs’ incident Bryce’s mother get idea to invited Juli’s family to dinner at their house. This is not just because of the eggs incident but Bryce’s mother also hope that they can make the both family come closer with each other.

d. Bryce try to apologize to Juli but she seems like doesn’t listen him at all.

And still he wouldn’t leave. He didn’t say anything, he just stood there, listening. Then when Mrs. Loski announced that dinner was ready, Bryce held my arm and whispered, “Juli, I’m sorry. I’ve never been so sorry about anything in my whole life. You’re right, I was a jerk, and I’m sorry.” (Juli Baker, page: 109 – The Dinner)

That night is dinner at Bryce’s house, all the member of Juli’s family according Juli comes to dinner. Juli is still avoiding Bryce, but because she doesn’t want to make her mother dissaponted because she doesn’t want to come, so she force herself to come. Over there, she absolutely meets Bryce
Loski and he apologize for everything that he ever done to her, but because Juli stil get mad at him, Juli just ignore him.

e. After try to kiss Juli, Bryce friend (Gerret) ditches him.

“You’re right, dude. I completely don’t understand. Did you seriously try to kiss her? I couldn’t believe that part. We’re talking Julianna Baker? Your nightmare neighbor? The know-it-all nuisance? The coop poop babe?”

I stopped cold and shoved him. Just laid into him with both hands and shoved. “That was a long time ago, man. Knock it off!”
(Bryce Loski, page: 123 – Flipped)

After try to kiss Juli Baker in front of people at school, Bryce Loski cannot stay away from his friend ditch. But this time he doesn’t care with what Gerret say about him. For the first time in his life, he want to stood up for what he want and Gerret can’t stop him from doing it. He doesn’t need a friend who criticizing him when he do something right and he will stop to agree with every word that come out from Gerret.

5.4.5. Resolution

Resolution is also referred as the conclusion which is referred to the moment where the protagonist can be able to solve the problem, defeat enemies, and find the true love and live happily ever after. In this story we can see how the main characters solve their problem with each other. They begin the story far apart in many ways, separated by dishonesty and misunderstanding. But in the end, the gap between them shrinks and establishes the foundation for an honest and growing relationship.

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a. **In the end of the book Bryce Loski is falling in love with Juli Baker.**

I’d spent so many years avoiding Juli Baker that I’d never really looked at her, and now all of a sudden I couldn’t stop. This weird feeling started taking over the pit of my stomach, and I didn’t like it. Not one bit. To tell you the truth, it scared the Sheetrock out of me. (Bryce Loski, page: 67 – Get a Grip, Man!)

But in my heart I knew the old Bryce was toast. There was no going back. Not to Garrett or Shelly or Miranda or any of the other people who wouldn’t understand. Juli was different, but after all these years that didn’t bother me anymore.

I liked it.

I liked her. (Bryce Loski, page: 123 – Flipped)

After every problem that came up between Bryce and Juli, Bryce finally flipped. He spent so many years avoiding Juli Baker, and then now he started feeling something that he never felt before. And for the first time he admitting his feeling, yeah, he likes Juli Baker and that’s make him feel happy. And in the end of story, we can see that what Bryce Loski thought about Juli Baker is completely flipped.

b. **Bryce keep tries to make Juli forgive him, he trying to figure it out how to show Juli that he already change. Bryce planting a sycamore tree in Juli’s front yard (to prove that he’s a new person and he want to start again with her).**

Something. I’ve got to come up with some thing to show her that I’ve changed. To prove to her that I understand.

But what? How do I show her that I’m not the guy she thinks I am? How do I erase everything I’ve done and start over?

Maybe I can’t. Maybe it just can not be done. But if I’ve
learned one thing from Juli Baker, it’s that I’ve got to put my whole heart and soul into it and try. (Bryce Loski, page: 125 – Flipped)

After the kiss incident, it’s getting hard for Bryce to talk to Juli. She avoiding him every time and in every chance he got to talk to her. But, to make Juli believe that he already change, Bryce doesn’t give up. He keep try to find a way to make Juli forgive him. He can do everything to make that happens. Not just because he know that he was wrong, but he also want the new start between both of them. He want to know Juli better and he want Juli to see him in a new way. So, he keep try make Juli forgive him.

Then, one day he choose to planting a sycamore tree in the front yard of Juli’s house. He know that Juli really likes that tree and she relaly hurt when the tree cut down before, so he choose to plant that tree to prove that he already change and he want to start over with her.

I didn’t really need to ask, though, and he knew he didn’t need to answer. I could tell from the shape of the leaves, from the texture of the trunk. This was a sycamore tree.
I flipped around on the couch and just sat.
A sycamore tree. (Juli Baker, page: 141 – The Basket Boys)

When Juli found out that Bryce planting a sycamore tree in front yard of her yards, she can imagine how the tree will will look like when they grow years later. Eventually Bryce also gets her attention by planting that sycamore tree. Saw Bryce planted a sycamore tree for her, she can feel Bryce effort’s and that’s make her start changing her mind. Juli is
thinking that maybe it’s time to get to know the real Bryce. Maybe he’s not so bad after all.

The end of the story, the author gives us a freedom to guessing what will happen between the two of them. But, after we read how Juli reaction after Bryce plant the sycamore tree in her front yard we can guess that the story ended with the two of them start something new for their relationship, something better than before.

From the discussion about plot above we can tell that the main theme of novel Flipped by Wendelin Van Draanen is about understanding the perfective of others. The story based on the different perspective that the characters have about almost in every situation that occurs within the storyline.

This book makes the readers understand that not everyone sees every situation in the same way. There is time when we have different understanding or thought about someone or something with other people for different reasons. Sometimes those differences also may bring conflict for our life. But, when we really try to open our eyes or try to give our-self a chance to see the differences in different way, maybe it can bring other understanding that can make us stop being judgmental people and more being a understanding people. In the end we understand the wisdom that say you shouldn’t judge a book by its cover, at least not until you have both flipped through it together.

6. CONCLUSION

Based on the analysis that has been done in the discussion, the following conclusion can be made. In the
novel *Flipped* by Wendelin Van Draanen tell us the story between two youngsters, Bryce Loski and Juli Baker from second grade to junior high school, and explore all the ways their relationship changes during that time. It tells the story about Juli and Bryce who have different understanding about each other. Flipped is written in a two-part narrative form, it means that in one chapter Bryce tells his story then in the next Juli tells and relates the same events from her point of view. That’s why the main theme of novel *Flipped* by Wendelin Van Draanen is about understanding the perfective of others. The story based on the different perspective that the characters have about almost in every situation that occurs within the storyline.

The story start when Bryce Loski move across the street of Juli’s house and how different feeling they have when they meet each other for the first time. Bryce who such a shy boy, thinks that Juli Baker is such a dangerous, annoying and weird person, while Juli thinks that Bryce Loski is such a shy boy who has a ‘dazzling’ blue eyes that make her thinks about her first kiss with him -someday. That kind of perspective about each other keep for years, until some problems come and their feeling, thought and perspective about each other flipped.

They begin the story far apart in many ways, separated by dishonesty and misunderstanding. But in the end, the gap between them shrinks and establishes the foundation for an honest and growing relationship. This book makes the readers understand that not everyone sees every situation in the same way. But, when we really try to open our eyes
or try to give our-self a chance to see the differences in different way, maybe it can bring other understanding that can make us stop being judgmental people and more being a understanding people.

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Plot Analysis in Short Story “The Adventures of Tom Sawyer” by Mark Twain

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Abstract
This study is plot analysis in short story “The Adventures of Tom Sawyer” by Mark Twain. The aims of this study are to analyze the type of plot and analyze the structure of plot in the short story “The Adventures of Tom Sawyer” by Mark Twain. The data of this study was taken from short story entitled “The Adventures of Tom Sawyer” by Mark Twain. The method which was used in collecting data is documentation method. This study uses theory that proposed by Kenny and the theory proposed by Brooks and Warren too. In the analysis, the story of “The Adventures of Tom Sawyer” by Mark Twain is used Successive plot. Because of all the events are happened chronologically. The first event is followed by the second event and the second event is also followed by the third event and continually. The structure of plot structure of plot is divided into beginning, middle, and end. The beginning of the story is begun with the introduction of the character, setting, and what is the story about. The middle is divided into 3 parts such as: conflict, complication, and climax.

Keywords: Plot, types of plot, structure of plot

1. INTRODUCTION

Literary works can be divided into 3; Prose, Poetry, and Drama. Poetry today is usually written down, but is still sometimes performed. Poetry creates word pictures, describes moments, or expresses feelings. Prose is a
form of language that exhibits a grammatical structure and a natural flow of speech rather than a rhythmic structure (as in traditional poetry). Drama is a literary genre that shares many features of other forms of literature, but possesses a characteristic that makes it distinct.

Literary work also can be divided in two types; they are fiction and non-fiction. Non-fiction is actually based on the reality or experience of the author while fiction is based on the imagination or not reality.

Short story is one of fiction, which it’s created by author’s imagination. Short story is a story that has fewer paragraphs than novel. We know that novel is a book length story in prose while short story is also prose but in simple form. Short story is formed by structure; consist of two elements, which are intrinsic and extrinsic elements. Intrinsic element is more there in the literary work or inside of the literary work such as: theme, character, plot, point of view, setting, language style, and symbols. Extrinsic element covers the part of the things outside of the literary works such as: political, sociology, physiology, culture, and religion.

Among those elements “Plot” is one of important element in fiction that built the theme in expressing the meaning of work fiction. Plot is a literary term used to describe the events that make up a story or the main part of a story. These events relate to each other in a pattern or a sequence. The structure of a novel depends on the organization of events in the plot of the story. Plot is known as the foundation of a novel or story which the characters and settings are built around. It is meant to organize information and events in a logical manner. When writing the plot of a piece of literature, the author has to be
careful that it does not dominate the other parts of the story. So, that why plot is an interesting subject to be discussed and analyzed.

Every study always has an aim that has to be achieved. The aims of this study are to analyze the type of plot that used in the short story “The Adventures of Tom Sawyer” by Mark Twain, and to analyze the structure of plot in the short story “The Adventures of Tom Sawyer” by Mark Twain.

2. LITERATURE REVIEW

In literature review, there are some matters consist of paper and article that used for helping this study. First, based on the paper which written by Krisna (2007) entitled “The Role of Characters, Plot, and Setting in Constructing the Theme of Angle and Demons”. Krisna’s study analyzed the characters, plot, and setting of angle and demons, which support in constructing the theme of the novel. The theory that is used in his study is proposed by Kenny and proposed by Di Yanni.

The second writing came from Ayu (2004) entitled “Plot Constructions of Message in a Bottle” by Nicolas Sparks”. Ayu’s study aimed at describing about one of intrinsic elements that is Plot in the novel through analyzing the sequence of the plot, understanding the novel, the theory applied in ayu’s paper is proposed by Barnet Sylan.

One article entitled “Plot Units and Narrative Summarization” by Weady G. Lehnert (1981). In this article Lehnert explained in order to summarize a story, it is necessary to access a high level analysis of the story that highlights its central concepts.
3. **RESEARCH METHOD**

Data source is the source from which the data that were analyzed are obtained in order to support the validity of this study. The data of this study was taken from short story entitled “The Adventures of Tom Sawyer” by Mark Twain. This short story was chose because it has good story and plot to be analyzed.

The method used in collecting data is in accordance with the need of the study. The method which was used in collecting data is documentation method, because the data were collected through note taking. There were some steps in collecting data. First, the short story was read to understand the story. Then, the important events relate with the plot structure were noted down.

Data analyzing is very important in a study because by analyzing, the data will have a meaning, which is very helpful and useful in solving the problem. This study uses theory that proposed by Kenny and the theory proposed by Brooks and Warren too. There some ways in analyzing data. First, analyzed and identified the type of plot that is used in the short story. Then, the plot structure was analyzed.

4. **THEORETICAL FRAMEWORK**

The theories that used for this study is from theory that proposed by Kenny and the theory proposed by Brooks and Warren. The theory proposed by Brooks and Warren is used to analyze the types of plot. Meanwhile, the theory from Kenny is used to analyze the plot structure. William Kenney (1966:13) suggested, the structure of plots divided into three parts.
4.1. Structure of Plot

4.1.1. The Beginning

The beginning of a plot action is called Exposition; it is the setting forth of the assumption from which the story will develop.

4.1.2. Middle, consisting of

a. Conflict: Conflict is a clash action, desire, ideas, or goals in the plot of a story or drama.

b. Complication: the movement from initial statement of conflict up to climax.

c. Climax: the highest point of conflict.

4.1.3. The End

The plot end is called outcome / resolution of the story. This element usually appears at the end of the narrative work.

4.2. Type of Plot

Plot type is how the event of the story being arranged. Form of plot type is sequence. There are three parts of plot type:

a. Flashback Plot: the story starts in the end then the author of the story retelling the event chronologically.

b. Successive plot: the events happened chronologically.

c. Mixed Plot: the story starts by the beginning in the events, but at the middle story, the author gives flashback on the story.
5. ANALYSIS

5.1. The Synopsis of The Story

Tom Sawyer is a kid who is up to no good. One day, he eats jam when he’s not supposed to, skips school, and gets in a fight. Sid spills the beans about Tom’s behavior and his Aunt gets pissed. As punishment, she makes him paint her fence white. But because Tom is such a scammer, he tricks his friends into painting the fence by pretending that it is a fun thing to do. Then he goes and plays with his friends.

He sees this hot babe named Becky Thatcher. Tom really likes her. Then he goes home and Aunt Polly yells at him because she thinks he broke the sugar bowl. It was Sid who broke the bowl. Tom sees his pal Huckleberry Finn. They plan to get together at midnight for something. Tom goes to school and sees Becky again. He asks her to marry him (not really, but like kids do, ya know?). She says no because she finds out that he was once married to some other girl in the class. Tom is mad that he got shafted, so he skips school and plays with a friend.

When Tom and Huck meet at midnight, they go to the graveyard. At the graveyard, they see some dudes robbing a grave. The guys are Muff Potter, Injun Joe, and Dr Robinson. Potter and Injun Joe were hired by Robinson to rob some grave, but they refuse to do it unless he pays them more money. Robinson takes a swing at Potter, and then Injun Joe kills Robinson. Injun Joe convinces Potter that he killed Robinson. Tom and Huck see this whole thing, but don’t tell anyone because they’re scared to death of Injun Joe. Potter is arrested for the murder, and the boys take food and cigarettes to him in jail.
The next day at school Becky dumps on Tom even more. Tom is pissed, so he wants to run away. Tom, Huck, and their friend Joe decide to become pirates and sail down the river. So they steal a raft and leave. They go to Jackson’s Island (near their town). All the people in Tom’s town think the boys are dead, so they have a funeral. The boys walk in during the middle of it and shock the hell out of everyone.

Back at school, Tom takes the heat for something bad that Becky did, and she starts to like him. Then summer comes. Becky leaves town. Tom gets sick with the measles. Then Tom still feels bad about the graveyard incident and he tells the truth at Muff Potter’s trial. Injun Joe escapes. Tom is scared to death because he thinks Injun Joe is gonna kill him.

Tom and Huck go out because they want to find some treasure. They go to some abandoned house and see Injun Joe and some dude with a box of gold coins. Injun Joe hides the gold, and Tom and Huck look for it. Then Tom goes on a picnic with Becky. While Tom is at the picnic, Huck watches Injun Joe to see where he goes. Huck finds out that Injun Joe plans on beating the crap out of some old lady. Huck gets help but Injun Joe runs away.

Meanwhile, back at the picnic, Tom and Becky get lost in some cave. While they are in the cave, they see Injun Joe. Tom finds a way out. Then Becky’s dad seals the cave shut with a huge door. Joe was trapped inside, so he dies.

Tom and Huck go back to the cave and get that box of gold. They plan on hiding the gold but they are caught and have to admit to everyone that they have it. But the boys get to keep it and they become rich.
5.2. **Type of Plot Used in the Story**

Based on the tense that is used in the story, and the point of view of the story, it can be seen that the type of plot in the story is Successive Plot. Successive plot is type of plot where the events in the story are represented in sequence. It can be seen from data below:

a. Aunt Polly searches and screams for Tom Sawyer: she wants to confront her nephew about some missing jam. Tom, however, is able to outwit his aunt and slips away. But Aunt Polly loves him so much she cannot be too harsh with him. She is concerned that he will play hooky that afternoon, and sure enough he does.

b. During the afternoon, Tom meets a boy from St. Louis with whom he fights. That night at home, Tom’s clothes are so soiled from the fight that Aunt Polly punishes him by taking away his Saturday’s freedom and assigns him the unpleasant task of whitewashing the fence.

c. On Saturday morning, the forlorn Tom begins his tedious task of whitewashing the fence, fully aware that all of his friends are playing in the town’s square. As he begins his task, Aunt Polly’s slave, Jim, comes by and Tom tries to bribe him into helping, but Aunt Polly sends Jim on his business. Suddenly, Tom is horrified because one of his friends is about to come by and see him actually working on a Saturday morning.

From the data above, all the events are happened chronologically. The first event is followed by the second
event and the second event is also followed by the third event. There is no flashback movement in the plot; all events are represented in sequence. Therefore, the type of plot used in the story is Successive Plot.

5.3. Structure of Plot in the Story

Based on the theory proposed by Kenny (1966), structure of plot is divided into beginning, middle, and end. The analysis of plot structure is presented below:

5.3.1. Beginning

In the story, the beginning shows the introduction of the main character, the setting, and what is the story about. The main character in the story is Tom Swayer. The beginning can be seen from data below:

Tom Sawyer is a kid who is up to no good. Tom Sawyer lives with his Aunt Polly and his half-brother, Sid, in the Mississippi River town of St. Petersburg, Missouri. Tom narrowly escapes being hit by Polly, then plays hooky for the rest of the day. When Aunt Polly finds out about this – thanks to Tom’s snitch of a brother Sid – he’s sentenced to whitewash a fence the next day. But Tom gets out of the punishment by tricking the local boys into paying him for the privilege of whitewashing the fence. Tom heads off to enjoy himself.

The main character in the story is Tom Swayer. He is still twelve-year-old who living the small-town life and getting into a lot of trouble with his friends. He lives in his aunt because his parent was dead and he also lives with his half-brother, Sid, in the Mississippi River town of St. Petersburg, Missouri. The story begin with tom who always make many
problems, and Tom falls in love with Becky Thatcher, a new girl in town, and persuades her to get “engaged” to him. Their romance collapses when she learns that Tom has been “engaged” before—to a girl named Amy Lawrence. Before school the next day, Tom runs into Huckleberry Finn. Huck is the son of the town drunk and he has no mother, so he basically gets to do whatever he wants. Everyone, including Tom, envies Huck. Tom and Huck start discussing various ways to cure warts, and then agree to meet up at the graveyard at midnight to try out a new cure involving a dead cat. At the graveyard, they witness the murder of young Dr. Robinson by the Native-American “half-breed” Injun Joe. Scared, Tom and Huck run away and swear a blood oath not to tell anyone what they have seen.

5.3.2. Middle

Based on Kenny (1966) in middle phase there are conflict, complication, and climax. The analysis of conflict, complication, and climax are presented below:

a. Conflict

In this phase the conflict starts moving and tells us many events that are important in the story, and connected us to the next phase. The conflict is begun when Tom and Becky manage to get separated from the group. They get lost in an unexplored area of the sprawling caves. Soon they’re tired and are close to running out of the candles, which they need to see. It is showed in the paragraph:

At the picnic celebrating Becky Thatcher’s birthday, several of the boys and girls enter McDougal’s Cave. Tom and Becky wander away from the others in search of privacy
and become hopelessly lost.

The paragraph shows that Tom and Becky separated from the groups and that why it is the conflict in the story.

b. Complication

According to Kenny (1966) complication is just as a development to studies the conflict latent in the initial situation. So, it is a development to ward climax latent in the initial. The complication is begun when before the picnic, Becky and Tom told her parent that will spending the night at a friend’s house. See the data below:

Meanwhile, Tom and Becky are lost in the cave. They attempt to find their way out to no avail and, because Tom and Becky lied and said they were going to spend the night at the Harpers’ house, no one notices until Sunday morning. Rescuers, including Judge Thatcher, are dispatched.

The data above show that the complication appeared in the time when before the picnic, Becky told her mother that she was spending the night at a friend’s house; Tom has told his aunt the same thing. As such, no one realizes that the two are missing until around noon the next day. Tom and Becky get lost in the cave, and their absence is not discovered until the following morning. The men of the town begin to search for them, but to no avail. Tom and Becky run out of food and candles and begin to weaken.

c. Climax

According to Kenny (1966) climax is reached when complication attains its highest point of intensity from which point the outcome of the story is inevitable. The climax in this
story is when tom was looking for a way out of the cave. See the data below:

Tom continues to look for a way out of the cave, and thinks he’s found one when he sees a rescuer coming around the corner in the cave, but it’s Injun Joe. Luckily, Tom escapes unnoticed.

The data above show that the climax appeared in the time when tom searched a way to out of the cave; he sees someone holding a candle coming around the corner. He shouts for joy, only to realize that his would-be rescuer is in fact Injun Joe, a vicious murderer who already has a bone to pick with Tom. Luckily, Tom manages to avoid being seen and return to Becky. Even after he escapes from Injun Joe, Tom still needs to get out of the cave; it’s sort of an “out of the frying pan and into the fire…then right back into the frying pan” situation.

5.3.3. The End

The end or denouement appears in the end of the story of a dramatic or other narrative work. The end of the story is when Tom finds a small hole at the end of a dark passage. See the data below:

Tom escapes unnoticed. Eventually, he is able to find his way out of a small hole and heads back in to town with Becky. Once Tom is fully recuperated, he goes to visit Becky. He runs into Judge Thatcher, who tells him that the entrance to the cave has been sealed with a metal door. Tom tells the judge that Injun Joe was in there. The townspeople rush out to the cave and find Joe dead by the door.

Soon after, Tom goes and tells Huck that he knows
where the treasure is. He takes him to the cave, where they find Joe’s hideout, and, hidden in a secret chamber, under a cross, the treasure.

The data above show that the ending appeared in the time when Tom finds a small hole at the end of a dark passage. He and Becky escape from the caves and make their way back to town. After recovering a little, Tom heads over to see Becky; when Becky’s dad, Judge Thatcher, tells him that the cave’s entrance has been sealed, Tom reveals that Injun Joe is in the cave. The townspeople rush to the cave, where they find Injun Joe dead, his body sprawled on the ground behind the door; his attempts to dig his way out having failed. At this point, the “Tom and Becky in the Cave” story can be said to have ended, but this paves the way for the ending of the “Tom and Huck Search for Treasure” storyline. Tom goes into the caves to have some fun, but he comes out of them with the information he needs to find the treasure.

6. CONCLUSION

Plot is the serial arrangement of incidents, ideas or events. In literature, the plot encompasses all the incidents and provides aesthetic pleasure. Type of plot can be divided into three, such as: Flashback plot, successive plot, and mixed plot.

The story of “The Adventures of Tom Sawyer” by Mark Twain is used Successive plot. Because of all the events are happened chronologically. The first event is followed by the second event and the second event is also followed by the third event and continually. There is no flashback movement in the plot; all events are represented in sequence.
The structure of plot structure of plot is divided into beginning, middle, and end. The beginning of the story is begun with the introduction of the character, setting, and what is the story about. The middle is divided into 3 parts such as: conflict, complication, and climax. Conflict is when Tom and Becky manage to get separated from the group. They get lost in an unexplored area of the sprawling caves. Complication is when before the picnic, Becky told her mother that she was spending the night at a friend’s house; Tom has told his aunt the same thing. And climax is when tom was looking for a way out of the cave, he sees someone holding a candle coming around the corner. He shouts for joy, only to realize that his would-be rescuer is in fact Injun Joe, a vicious murderer who already has a bone to pick with Tom. The last is the end; the end of the story is when Tom finds a small hole at the end of a dark passage. He and Becky escape from the caves and make their way back to town.

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Abstract
Psychology deals with the study of observable patterns of human’s behavior. Meanwhile, literature exhibits how human beings behave in dealing with their problems and environment. So there is a close relation between the two of them and that is the main topic of this article. It is a psychological analysis of the main character which is focused on his motivation. The writer found that the main character’s of the novel Cirque Du Freak: A Living Nightmare by Darren Shan possesses all motivations based on Abraham Maslow’s theory of hierarchy; i.e. Physiological needs, safety needs, belonging or love need, self-esteem needs and self-actualization needs.

Keywords: Psychological, motivation

1. INTRODUCTION

Psychology is the science and art of explaining and changing human mental processes and behaviors. Its immediate goal is to understand humanity by both discovering general principles and exploring specific cases, and its ultimate aim is to benefit society. One of the branches of psychology is cognitive psychology. In this article, the writer focused on the motivation of the main character of Cirque Du Freak: A Living Nightmare novel by Darren Shan.
Cirque du Freak (also known as Cirque du Freak: A Living Nightmare) is the first novel in The Saga of Darren Shan by Darren Shan, published in January 2000. There is a film adaptation for this novel which is released on October 23rd, 2009.

The protagonist’s motivation is one of the “magnets” which is Darren as the writer uses to attract the reader to read his complete saga, The Saga of Darren Shan, which has 12 novels in it.

This study aims to answer a detailed description about:

a. What kind of motivation does Darren Shan have?

b. What is the motivation of Darren Shan for turning into a vampire assistant?

2. LITERATURE REVIEW

This article related on a few studies which also become reference for the writer in writing about Darren Shan’s Motivation such as

a. A thesis by Dyah Puji Utari A Psychological Analysis On The Main Character Of Robinson Crusoe By Daniel Defoe(Viewed From Karen Horney’s Theory). In this thesis the writer describe Robinson Crusoe’s personality as reflected in the novel and to view his personality from Karen Horney’s theory.

b. An international Journal by Lars Bernaerts, Dirk De Geest, Luc Herman, and Bart Vervaeck in the article entitled Introduction: Cognitive Narrative Studies: Themes and Variations. They describe Motivation as the universal underlying systems which can discriminates are situated in the human mind. And
in reading literature, readers tend to recuperate textual material by placing it in a “discursive order” that is already familiar to them.

3. RESEARCH METHOD

The kind of data in this article is qualitative. The data was taken from the original novel by Darren Shan. The method that used in this article is literary approach and library research in the purpose of answering the problem that stated in the background, namely the collection of data that are derived from a variety of secondary data, such as thesis, pdf journals, e-book, textbooks, and the official website. The data will qualitatively analyzed by descriptive explanation based on the theory of motivation by Abraham Maslow.

4. THEORETICAL FRAMEWORK

1.1. Psychology and Literature

The relationships between psychology and literature have long existed, since the age of science itself. However, the use of psychology as an approach to the study of literature has recently done. The theory of psychoanalysis was born from Sigmund Freud, who is regarded as the initiator of literature psychological. Psychoanalyzing a work of literature can give us great insight into the unconsciousness of author.

1.2. Motivation

Motivation is something that causes us to take action which is usually followed by goal or purpose. It is motivation when you want go to campus to study or to eat chocolate to reduce your sadness. Biological, social, emotional or cognitive in nature can be the forces that lie beneath motivation.
Motivation has a deep relationship with psychological, behavioral, cognitive and social areas. It may be rooted in a basic impulse to optimize well-being, minimize physical pain and maximize pleasure. Specific physical needs such as eating, sleeping or resting, and sex can also originate Motivation.

1.3. **Maslow’s Hierarchy of Needs**

Maslow’s theory states that people have a pyramid hierarchy of needs that they will satisfy from bottom to top. There are deficiency needs, that will stifle any other movement if they’re not satisfied, and growth needs, that can be progressively satisfied once the basics have been covered.

Abraham Maslow developed the hierarchy of needs consisting of five hierarchic classes.

The needs in Maslow’s theory are divided into two categories: deficiency needs (physiological and safety) and growth needs (belonging, self-esteem and self-actualization). If the deficiency needs are not satisfied, the person will feel the deficit and this will stifle his or her development.
1.4. **Physiological Needs**

The needs that are usually taken as the starting point for motivation theory are the so-called physiological drives (Maslow, 1954:35). The basic requirements build upon the first step in the pyramid is Physiology requirement. This is the basic, strong and clear between other requirements. On the other hand, this requirement is to defend human’s life physically.

1.5. **Safety Needs**

If the physiological needs are relatively well gratified, there then emerges a new set of needs, which we may categorize roughly as the safety needs (security; stability; dependency; protection; freedom from fear, from anxiety and chaos; need for structure, order, law, limits; strength in the protector; and so on). All that has been said to the physiological needs is equally true, although in less degree, of these desires (Maslow, 1954:39).

1.6. **Belongingness or Love Needs**

If both the physiological and the safety needs are fairly well gratified, there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new center. Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group or family, and he will strive with great intensity to achieve this goal (Maslow, 1954:43).
1.7. **Self-Esteem Needs**

Maslow found two category of esteem in every people. There are self esteem and appreciation from other people. Self esteem involve of self confidence, competency, mastery, achievement, freedom. Appreciation from other people involve of recognition, attention, status, awards, fame, and prestige.

1.8. **Self Actualization Needs**

Even if all these needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what lie, individually, is fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be ultinately at peace with himself. What a man can he, he iust be. He must be true to his own nature. This need we may call self-actualization (Maslow, 1954:46).

4. **ANALYSIS**

4.1. **Kind of Darren Shan’s Motivation**

In this part, the analysis of Darren Shan’s motivation as the main character of the novel *Cirque Du Freak: A Living Nightmare* is provided based on the theory hierarchy of needs by Abraham Maslow. Darren Shan is described as a young boy of about fourteen years old. He lives in a very good family with his dad, mum and his sister. As a fourteen young boy, Darren Shan has some motivations in his life which will be described based on Abraham Maslow’s theory as following:

4.1.1. **Physiological Needs**

Darren Shan is a typical young boy who has a typical
physiological need as a teenager. Yet, after the incident with Mr. Crepsley which changes Darren to a half-blood vampire, Darren’s physiological needs is also changed.

“I dropped to my knees and, before I knew what I was doing, I had covered the cut on his leg with my mouth and was sucking out his blood and gulping it down!” (Shan, 2009:212).

As we can see in the sentence, he gulped Alan’s blood because of his instinct of hunger.

‘..., before I knew what I was doing, I had covered the cut on his leg with my mouth and was sucking out his blood and gulping it down!’ For people who are in a state of severe hunger and harm, there is no other interest except the food, he thought of the food, thinking about food, emotions moved on food, and he just wants to prepare food and meals. In Daren’s case, he ‘attacked’ Alan, is also because of his hunger.

4.1.2. Safety Needs

Darren Shan as a teenager has developed a great need of safety in the end of the novel. As he faced the trouble after stole Madam Octa, the spider which is own by Mr. Crepsley the vampire, Darren Shan then made his decision to get his freedom from fear, getting a protection by also learn how to control and limit his desire and his new ability. As stated in the novel:

“... I knew my life as a human had come to an end. I could no longer live as plain old Darren Shan. The vampire in me could not be controlled. Sooner or later it would make me do something terrible and I would end up killing Mom or Dad or Annie. I couldn’t let that happen. I wouldn’t. My life was no longer important, but
those of my friends and family were. For their sakes, I would have to travel far away, to a place where I could do no harm.” (Shan, 2009:219).

This part of Darren Shan is his Safety needs because he needs to be free from his own fear of hurting the one who close to him. As mentioned in the sentence: ‘I would end up killing Mom or Dad or Annie. I couldn’t let that happen. I wouldn’t.’

As for the safety needs of getting a protection and control his ability, it can be seen in the novel (Shan, 2009: 220):

“Very well,” I sighed. “I don’t like it, but I guess I’ve got no other choice. I’m yours. I won’t run away again. Do with me as you wish.”

… “But that is neither here nor there. We have work to do and cannot afford to waste time. Come, Darren Shan,” he said, taking my hand. “We have much to do before you can assume your rightful place as my assistant.” (Shan, 2009:220).

Mr. Crepsley offer Darren a protection that no one else can, and because of that reason, to avoid problem such as makes his parents stress out when Darren left his parents’ house, Mr. Crepsley suggest a method to Darren that he must die first. Darren then agrees to ‘die’ so they can go safely after his family and friends think that he is passed away.

So, the motivation behind Darren’s action of leaving his house, travelling with Mr. Crepsley by turning into vampire assistant, and faking his death are because his needs of safety.

4.1.3. Belongingness or Love Needs

Darren Shan’s close friend, Steve Leopard once was bitten by Madam Octa the spider which is stolen from Mr.
Crepsley by Darren Shan. He was nearly death when Darren finally met Mr. Crepsley to ask for the antidote. Yet, the vampire couldn’t agree without a yes from Darren to his agreement.

“There was only one way to save Steve. Only one person who might know about the poison and how to beat it. Mr. Crepsley. … And if I couldn’t force it out of him and come back with a cure… … I wouldn’t come back at all.” (Shan, 2009:182).

In this part of the novel we can see an action done by Darren Shan’s which is caused by his the motivation of Belongingness or love needs. To save his dear friend, Darren Shan came to meet Mr. Crepsley the vampire even though he is aware of the probability that the vampire himself is pretty mad of the fact that Darren stole Madam Octa from him. Darren is risking his life to meet with Mr. Crepsley after he has no other choice to save his dear friend. It can be seen in the sentences “And if I couldn’t force it out of him and come back with a cure ... I wouldn’t come back at all.”

So, the motivation behind Darren’s action in this case is because of belongingness or love needs.

4.1.4. Self-Esteem Needs

Darren who is the star for his lunchtime soccer time did not want his team to lose, and he also wants to keep his reputation as the best striker. He steps out to the field, even after he stayed a while in the toilet because he feels sick.

Darren Shan’s self esteem involve of self confidence, competency, mastery, achievement, freedom as seen in the
novel:

“I’m our best striker. There are better defenders and midfielders, and Tommy Jones is the best goalkeeper in the whole school. But I’m the only one who can stand up front and score four or five times a day without fail.”

“Okay,” I said, standing. “I’ll save you. I’ve scored a hat trick every day this week. It would be a pity to stop now.”” (Shan, 2009:14).

As for the appreciation from other people, in Darren Shan’s case it is involve of recognition, attention, status, awards, fame, and prestige. As we can see in the novel, his friends need Darren:

“I thought I’d stay in here and admire the view,” I said, leaning back on the toilet seat.

“Quit joking,” he said. “We were down five-one when I came in. We’re probably six or seven down now. We need you.” He was talking about soccer.” (Shan, 2009:14).

The motivation behind Darren’s action of stepping out from the toilet even when he feel a bit unwell is because of his self-esteem needs.

4.1.5. Self Actualization Needs

Even after Daren’s willing to go to the Freak Show is fulfilled, he still expect for something more after going to the show, he wants to steal Madam Octa. And the motivation behind Darren’s action of stealing Madam Octa is his self actualization needs.

“But the thought of going face to face with Mr. Crepsley terrified me. I knew I couldn’t do it. That left just one other option: I’d have to steal her!”( Shan, 2009:119).
4.2. The Motivation of Darren Shan for Turning Into a Vampire Assistant

In the novel Cirque Du Freak: A Living Nightmare, Darren Shan facing a life time moment when he finally went to meet Mr. Crepsley the vampire due to his friend’s circumstance. Steve Leopard was bitten by Madame Octa, he is now hospitalized and still unconscious. The doctors said they cannot save him since they don’t know what kind of thing that bit Steve. And Darren is falling into a great hole of responsibility. He had to save Steve no matter what.

Mr. Crepsley offers his deal. He wants Darren Shan to become his assistant in exchange to the antidote for Steve Leopard. Mr. Crepsley said:

“The issue is not open to debate,” he said. “If you wish to save your friend, you must join me. If you refuse, we have nothing further to discuss.” (Shan, 2009:191).

Darren has no other choice. He then accept Mr. Crepsley’s offer to exchange blood. Darren himself cannot deny the fact that he has change and may harm his surrounding. The only way to escape from his own fear of hurting others is accept the offer to become Mr. Crepsley’s assistant. In other words, he has to become a vampire assistant.

“I don’t like it, but I guess I’ve got no other choice. I’m yours. I won’t run away again. Do with me as you wish.”

“But that is neither here nor there. We have work to do and cannot afford to waste time. Come, Darren Shan,” he said, taking my hand. “We have much to do before you can assume your rightful place as my assistant.” (Shan, 2009: 220).
In this part of the novel, Darren is looking for a shelter or in specific, someone who can tell him how to handle his desire so no one will be killed in the future. Not him, nor his family.

‘I would end up killing Mom or Dad or Annie. I couldn’t let that happen. I wouldn’t.’

Based on Maslow’s theory, the action which is done by Darren Shan in this part is the emerges a new set of needs. Darren himself needs to get back his freedom from fear, yet as a new born half-blood vampire he has no idea what and how to do it. For his future sake, he then accepts the offer which is given by Mr. Crepsley to become a vampire assistant.

5. **CONCLUSION**

This following provides the answer of the problems of the study based on the result analysis.

1. The first objective of the study is to describe kind of Darren Shan’s motivation in *Cirque Du Freak: A Living Nightmare*. He possesses all motivations based on Abraham Maslow’s theory of hierarchy; i.e. Physiological needs, safety needs, belonging or love need, self-esteem needs and self-actualization needs. The result of the analysis shows that Darren Shan cover all the basic needs in Abraham Maslow’s theory of hierarchy. As a fourteen years old boy, Darren Shan have such a complex and high motivation to keep go on and facing his life with chin up even if the trouble never ends.

2. Darren Shan’s motivation for turning into a vampire assistant viewed from the theory of motivation by
Abraham Maslow is the safety needs. Darren himself needs to get back his freedom from fear, yet as a new born half-blood vampire he has no idea what and how to do it. For his future sake, he then accepts the offer which is given by Mr. Crepsley to become a vampire assistant.

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A Psychological Analysis of the Main Character in Cabot’s “The Mediator”

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Abstract
This paper is entitled A Psychological Analysis Of The Main Character In The Novel The Mediator By Meg Cabot. The aims of this study are to find out the character and characterization of the main character shown in the novel and to describe the psychological characteristic of the main character shown in novel. The data of this study were collected from the novel entitled “The Mediator” written by Meg Cabot (2000). Documentary method was used to collect the data and then qualitatively described based on the theory of Kenney (1996: 34), there are three methods in presenting the character: discursive method, dramatic method, and characters on the other characters. The psychological analysis based on the theory of Wellek and Warren (1956) who described psychological consider as a psychological study of the writer, as type and as individual, the study of a creative process, the study of the psychological types and laws present within work of literature or the effect of literature upon its reader (audience psychology). From the analysis it can be concluded that the author used a mixing method to present the main character. They are dramatic method and character on other character. Psychologically, Suze described as a normal 16-years-old girl who can talk with ghosts.

Keywords: characterization, psychological
1. INTRODUCTION

Novel has two elements; they are intrinsic and extrinsic element. The intrinsic elements of novel are theme, setting, plot, character, point of view, style and tone, structure and technique. The extrinsic elements include history, biography, society, psychology, ideas and arts. The extrinsic elements is needed in order to learn the external aspects of prose which bear relationship to its creation process, such as biography of his writer, his idea, the feelings and etc. One of the extrinsic elements in novel is psychological aspect. The psychological approach leads most directly to a substantial amplification of the meaning of a literary work. When we discuss psychology and its place in a literary work, we are primarily studying the author’s imagination. As all literary works are based on some kind of experience, and as all authors are human, we are necessarily caught up in the wide spectrum of emotional problems. Character, as a part of intrinsic elements, is one of important aspects because it carries the author’s message that can bring various values in human life such as morality, education, and many others. In order to understand the character’s attitude and behavior, it is important to understand psychology aspect of the character itself. In this writing, “The Mediator” was chosen to be analyzed because it was one of famous novel by Meg Cabot. The novel was published in 2000. It tells the story of sixteen years old girl who can speak to the dead because she is a mediator. The reason in analyzing the main character was it takes an important part in the story and appears continually from the beginning until the end of the story which makes it occupy the central position in the
story. From the background mentioned above, there are some problems that could be analyzed in this study, those are:

1. What is the character and characterization of the main character shown in the novel?
2. What are the psychological characteristic of the main character shown in the short novel?

2. LITERATURE REVIEW

According to Sawitri, (2000) in her paper entitled “Method Of Characterization And Three Dimensional Aspects Of Main Character In Brontë’s Jane Eyre”. Based on the problems, the author used a mixing method to present the main character. They are dramatic method and character on other character. The author describes the character of Jane by her mind. Based on the second problem, the three dimensional aspects could shape the main character in the novel. But the analysis gives more emphasize on sociological and psychological dimension. The review from Karim (2013) in her research entitled “Psychological Analysis of Evan Taylor’s struggle as the main character in “August Rush” movie by Kirsten Sheridan.” This research is aimed to explore psychological of the main character in “August Rush” movie by Kirten Sheridan. The research used descriptive qualitative method. And also used a psychological approach. The problem statement of this research is concentrated on Struggle of Evan Taylor that seen through Id, Ego, Super Ego Aspects, from Sigmund Freud Theory. This research found all of these aspects included Id, Ego, Super Ego.
3. **RESEARCH METHOD**

The data was taken from a novel by Meg Cabot entitled *The Mediator*. The novel was published in 2000. It tells the story of sixteen years old girl who can speak to the dead because she is a mediator. This study was focused on Susannah “Suze” Simon as the main character.

The data was collected from a novel by Meg Cabot entitled *The Mediator*. The process of collecting data was divided into several steps. The first step was reading the novel repeatedly and intensively to understand the content of the novel. Then, the second step was reading the theory book and browsing to the internet, in order to get more information that is relevant to the topic.

The data was analyzed qualitatively. Qualitatively research is a field or inquiry. Qualitative method aims to gather an in-depth understanding of human behavior. It describes the types of slang and the meaning of slang conversation. All the collected data was analyzed and presented based on the theories used in this study.

4. **THEORETICAL FRAMEWORK**

Novel has two elements; they are intrinsic and extrinsic element. The intrinsic elements of novel are theme, setting, plot, character, point of view, style and tone, structure and technique. The extrinsic elements include history, biography, society, psychology, ideas and arts. The extrinsic elements is needed in order to learn the external aspects of prose which bear relationship to its creation process, such as biography of his writer, his idea, the feelings and etc.

This study was presented based on some theories
that are proposed in some literary books. The main theory in this study was theory of literature by Kenney William (1966) and another theory of literature was taken from the theory proposed by Wellek and Warren as a supporting theory. According to Kenney (1996: 34), there are three methods in presenting the character: discursive method, dramatic method, and characters on the other characters.

According to Wellek and Warren (1956: 75) is considered as psychological study of writer, as type and as individual, the study of a creative process, the study of psychological types and laws present within work of literature of the effect upon its reader (audience psychology).

5. **ANALYSIS**

According to Kenney (1996: 34), there are three methods in presenting the character. In this novel, there are two methods in presenting the character:

5.1. **The Analysis of Characterization**

5.1.1. **Dramatic Method**

In dramatic method, the author allows his characters to reveal themselves to us through their own words and action. In the dramatic method, the characterization of the main character, Suze, is presented through her own words, thoughts and actions. These quotes about Suze’s life and experience shown through dramatic method:

She doesn’t like when people call her Susie, except her mom.

“Oh, Susie!” she kept saying, I hate when anybody but my mom calls me Susie” (Shadowland, page 5)
Hate here explains to us about a feeling she gets when she see or hear something she dislike so much. She tells us that she doesn’t like when someone calls her Susie and she continue say:

“Susie is not a good name for me. I love when they call me Suze.” (The Mediator, page 5)

When she remembers the first time she saw a ghost and she was afraid to tell people because none of them believe in ghost.

“I remember my first. I remember it as clearly as any of my other memories of that time, which is to say, not very well, since I was about two years old. I guess I remember it about as well as I remember I talking a mouse away from our cat and cradling it in my arms until horrified mother took it away.

Hey, I was two, okay? I didn’t know then that mice were something to be afraid of. Ghost, either, for that matter.” (The Mediator, page 25)

The sentence I remember my first indicated about the first time she saw a ghost.

“I never told anyone about my first ghost, nor did I ever discuss with anyone the hundreds of other ghosts I encountered over the course of the next few years. I was afraid they would think that I’m crazy. I saw them. They spoke to me. For the most part, I didn’t understand what they were saying, what they wanted, and they usually went away.” (The Mediator, page 28)

The sentence I never told anyone about my first ghost indicated that she never told anyone about her first ghost. She also says:
“…..And even though I was only two years old, I understood that the little gray thing on the top of the stairs was not something to be discussed. Not with anybody. Not ever. And I never did. I never told anyone about my first ghost…..” (The Mediator, page 28)

5.1.2 Characters On Other Characters

Included under the general heading of the dramatic method is the device of having one character in a short talk about another. The reader must remember that information received in this way is not necessarily reliable. The characterization of the main character, Suze, is presented through what other characters say or think about her. These quotes about Suze’s life and experience shown through dramatic method:

When her mom says that she doesn’t like old building

“Wait a minute. When was this school built?” I asked. “The eighteenth century,” Doc replied. “Eighteenth century?” I said. What’s so bad about the eighteenth century?” my step father wanted to know. “Suze has never been very wild about old buildings.” Finally my mom explained to him.” (The Mediator, page 18)

The bold sentence indicated that she never like old building. And she understands why her mom never warns her about Andy’s old house.

“…..I knew she was nervous about what I was going to think. I was kind of irked at her, really, for not warning me. I guess I could understand why she
hadn’t, though. If she’d told me that my step-father bought a house that was more than a hundred years old, I wouldn’t have move out here. I would have stayed with grandma until it came time for me to leave for college.” (The Mediator, page 20)

“Well,” she said. “I’m glad you like it. I was sort of worried. I mean, I know how you get about….well, the old places,"

Old places are the worst for me because the older a building is, the more chance there is that someone has died in it, and that he or she is still hanging around there looking for justice or waiting to deliver some final message to someone. (The Mediator, page 33)

The bold sentences tell us the reason why she never liked old places. It because the older a building is, the more chance there is that someone has died in it.

When Father Dominic know that Suze is a mediator.

“I looked from Father Dominic to the ghost girl and back again. Finally, I managed to blur out, “You can see her?” He nodded. “Yes. I suspected when I first heard your mother speak about you—and your..... problem at your old school—that you might be one of us, Susannah. But I couldn’t be sure, of course, so I didn’t say anything” (The Mediator, page 68)

The bold sentences tell us about when he knows that Suze is a mediator. Suze saw a ghost in front of her locker. She freaked out and found herself gaping up to Father Dominic. And he says:

“Ah,” he said when he saw my face. “I thought so.”
I looked from Father Dominic.....” (The Mediator, page 67)

5.2. The Analysis Of Psychological Characteristic

Psychological of literature, according to Wellek and Warren (1956:75) is consider as a psychological study of the writer, as type and as individual, the study of a creative process, the study of the psychological types and laws present within work of literature or the effect of literature upon its reader (audience psychology).

Suze described as a normal 16-years-old girl who can talk with ghosts.

“I guess I should explain. I’m not exactly your typical sixteen-years-old girl. Oh, I seem normal enough, I guess. I don’t do drugs, or drink, or smoke. I don’t have anything pierced, except my ears and only one on each earlobe. I don’t have any tattoos. I’ve never dyed my hair. Except for my boots and leather jacket, I don’t wear an excessive amount of black. I don’t even wear dark fingernail polish. All in all, I am a pretty normal every day, American teenage girl. Except, of course, for the fact that I can talk to the dead.” (The Mediator, page 24)

The bold sentences tell us about her age and the fact that she can talk to the dead. She also explains:

“I probably shouldn’t put it that way. I should probably say that the dead talk to me. I try to avoid the whole thing as much as possible. It’s just sometimes they won’t let me. The ghost, I mean.” (The Mediator, page 25)

She also has to move from New York to northern
California because her mother gets remarried to Andy Ackerman and moves to California to live with him, and as a result, Suze has to move too.

“I was moving from New York to northern California. I’m not resentful of the fact that my mom decided to marry a guy who lives three thousand miles away, forcing me to leave school in the middle of my sophomore year; abandon the best—and pretty much only—friend I’ve has since kindergarten; leave the city I’ve been living in for all of my sixteen years. (The Mediator, page 3-4)

She loves wear leather jacket and jeans with the holes in the knees.

“Thought, I’ve talked to you before about that jacket, Suze. And I thought you were throwing those jeans away” my mom said

I was wearing my oldest jeans, the ones with the holes in the knees. They went really well with my black silk T and my zip-up ankle boots. The jeans and the boot, coupled with my black leather motorcycle jacket and my Army-Navy surplus shoulder bag, made me look like a teen runaway in a made-for-TV movie. But hey, when you’re flying for eight hours across the country, you want be comfortable. (The Mediator, page 8)

The bold sentences tell us about her love to her leather jacket. She also says:

“So there I was, sitting on the plane in my lovely black leather motorcycle jacket, seen these palm trees through the window as we landed. And I thought,
great. Black leather and palm trees. Already I’m fitting in.” (The Mediator, page 4)

6. CONCLUSION

Based on the problems, the author used a mixing method to present the main character. They are dramatic method and character on other character. The author describes the character of Suze by her mind. Besides that comments from other characters also affect the character of Suze in the story.

Based on the second problem, psychologically, Suze described as a normal 16-years-old girl who can talk with ghosts. She was afraid to tell people because none of them believe in ghost, except her mom, even though she doesn’t believe in ghosts too. She doesn’t do drugs, or drink, or smoke. She doesn’t have anything pierced, and tattoos. She has never dyed her hair. She loves wear leather jacket and jeans with the holes in the knees. She also has to move from New York to northern California because her mother gets remarried to Andy Ackerman and moves to California to live with him, and as a result, she has to move too.

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The Analysis of Psychological Aspect in Chopin’s “The story of An Hour”

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Abstract
This paper entitled The analysis of Psychological Aspect in Chopin’s “The story of An Hour”. The aims of this study are to find out the psychological aspect of the main character in ‘the story an hour’ by Kate Chopin and to analyze the description of psychological aspect of main character that reflect to the story. The data of this study were collected from the short story entitled “the story an hour” written by Chopin(1894). Documentation method was used to collected the data and then qualitatively described the main character based on theory by Keeny (1996) . The psychological aspect of the character was analyzed based on theory by Bernhardt (1953) state that all behaviors, the social, the psychological,and the physical are product of the interaction of environment in the elaboration of character and that influence in anyway our behavior, growth, and life process except the genres. The result of this study is the writer can be described the main character as the people who was suffered. Looking into Mrs. Mallard’s psychological state, it could find that the emotional change must be described as the development of an increasingly resistant barrier between the real external world and that world which is most authentic in her experience the inner world of her fantasies.

Keywords: psychological analysis, main character, Kate Chopin
1. **INTRODUCTION**

Literature means writing valued as work of art. Taylor (1981:81) states: “Literature, like other arts, is essentially an imaginative act of the writer’s imagination in selecting, ordering, and interpreting life experience”. Literature is also based on the life experience. It also gives us explanation that literature cannot be separated from life. It can be concluded that literature is one of the bridges to make someone communicable with the society about life’s condition by his works. Diyanni states (2001:7) that there are three major types of literary work such as: poetry, drama, and fiction. Meanwhile fiction can also be divided into the novel, novelette, and short story.

Literary work is fundamentally developed by two elements, such as intrinsic and extrinsic elements. The function of intrinsic element is to build up the literary creation itself such as theme, plot, setting, character, conflict, point of view, etc. Kenney (1966:19) states: “the conflicts with which fiction concern itself are of many kinds. A story may deal with a conflict within a single man, a conflict between man and society, between man and nature, and so on”. Human mind and human character as the main subject of psychology that are well known as two things that can not be seen visually and can not be touched directly become the part of the physical aspect. Psychology discusses the way how human runs their mind in particular events or moments such as prediction, analysis, prevention, etc and how human gets their feeling in life such as happiness, sadness, worry, guilt, satisfaction, etc. The aspect of human psychology is a mental part of human that is derived from consciousness and
unconsciousness that become the derivation of the basic part
of mind (Freud, 1920:7)

The analysis focuses on the characters because
character is an important aspect of fiction. Through character
the author’s thought is expressed, an indication that the
story will not be complete without characters. Also from
the analysis of the characters, the various kinds of human
characters which sometimes can be seen in the real life can be
seen and studied. The psychoanalysis of Louise Mallard that
is conducted in this research aims to reveal the mechanism
of Mallard’s psychological aspect in her life. It is important
since understanding the mechanism of human psychology
can help people to control their life. It may remind people
to manage their mind and their act. Related to the relation
of the character of Mrs. Mallard’s and her internal conflict as
the main point, this analysis is aimed to answer the research
question:

1. How is the psychological aspect of the main character
reflect in the story of an hour by Chopin?
2. What is the psychological aspect of the main character?

2. LITERATURE REVIEW

A study of literature by Nuriastha (2005) analyzed
three aspects of a novel entitled The Strange Case of Dr.
Jekyll and Mr. Hyde namely psychological, physiological
and sociological aspects of the character. This novel, as the
subject of study, was written by Julie James entitled Just the
Sexiest Man Alive. It is a narrative story about the personal
relationship of a lawyer named Taylor Donovan with a popular
actor, Jason Andrews. The analysis focuses on the characters
because character is an important aspect of fiction. Through character the author’s thought is expressed, an indication that the story will not be complete without characters. The theory that was used in analyzing the characters is stated by Lajos Egri (1987:62) who mentions that character has three dimensions as its basic structure, namely physiology, sociology, and psychology.

3. **RESEARCH METHOD**

A method used in conducting a research plays a very important role in a scientific writing because it will be influential to the validity of the result of a research. The research method covers; the data source, a method and technique of collecting data also method and technique of analyzing data. The data source of this study is a novel entitled The story of an hour by Kate Chopin (1894). The data source was chosen because it could provide much information related to the psychological aspect on main character which is very interesting to be analyzed.

The data were using documentation method to collected the data. Firstly, the data were collected by reading the short story The story of an hour (1894) intensively, repeatedly and was underlined the important information from the sources which explained the statement that are related to the problem of psychological aspect in the story. Secondly, the writer used some other resources about psychological as references related to the subject matter being analyzed. The method and technique of analyzing data means how all the data were analyzed to find out the solution to the problem. All the data collected were classified into certain categories. To determine
the data belonging to certain point of analysis, the data were copied from the novel first and then, categorized based on the characterization theory available.

4. THEORITICAL FRAMEWORK

The analysis of the discussion was focused on one of the intrinsic elements of the story, in this case, the characters. The theory related to the topic was applied to analyze the character in the story. The physiological dimension was done through physical identity such as sex, age, appearance, etc. The sociological dimension was based on social background such as social activity, religion, nationality, etc. and the psychological dimension includes the analysis based on the psychological background such as mentality, temperament, ambition, attitude, etc. It is necessary for every researcher to use some theories to conduct their research in order to find out the best result for their research. Therefore, the present study is based on the following theoretical framework: The intrinsic aspect and The Psychological aspect.

4.1. The Intrinsic Aspect by Keeny (1966):

The intrinsic aspect provides the elements which build up the structure of a literary work. The entire element functionally had a relation one another. The various elements of the intrinsic aspect such as:

1) Theme

Theme is the meaning the story released; it may be the meaning of the story discover by theme, meaning it is the necessary implications or the whole story not parable story.
2) **Setting**

The term “setting” refers to the point in time and space at which the events of the plot occur. Everything that happens, happens somewhere at sometimes.

3) **Characters**

The term characters in various English literatures suggested two different definitions namely the forming characters of the story and an attitude, a relationship desire emotion and moral principle of the characters.

4) **Plot**

Plot reveals event to us not only in their temporal but also in their casual relationship. Plot makes us aware of events not merely as elements in a temporal series but also as an intricate pattern of cause and effect.

5) **Point of View**

The point of view can be divided into omniscient narrator (the third person who knows every detail of the story).

6) **Style and Tone**

By style we mean the verbal texture of literature, the author’s way of using language. By tone, then we mean the expression of attitudes.

7) **Character and Characterization**

Character is the essential nature and values of an individual figure, or the inside of human personality. The character is a figure or figures who participate in the action in the story. According to Kenney as quoted by Kirana (2011), the characters are expected
to be natural or life like. Human being is free but the fictional character is never entirely free because it is a part of an artistic whole and must always serve the needs of that whole. The fictional character is governed by the plot. A really free character would be free of his duty to the story of which he is a part and a story which admitted such freedom could never achieve unity. Character in literature is a personage in a novel, short story, drama, or poem. The term “character” also denotes the essential qualities and personality traits of a fictional or real individual. The ability to create compelling and believable characters is on of the hall marks of the literary artist. The characterization in literature is the presentation of the attitudes and behavior of imaginary person in order to make them credible to the author’s audience. Characterization is a unique feature of such fictional forms as the short story, novel, drama, and narrative poetry. Criticism regards good characterization as an important criterion of excellence in fiction. There are some ways that the author can choose in presenting the characters of the stories:

(1) He may directly describe the character’s personality

(2) He may have the reader deduce the personality of the character from his actions.

(3) He may present the inner working of the character’s mind, showing the character’s psychological reaction to the situations in which he becomes involved.
According to Kenney as in Kirana (2012), there are two kinds of the characters:

(1) **Simple (Flat) characters**

We see only one side of him and this kind of characters can be:

a. **Stereotyped character**: can be summed up adequately in a formula

b. **Non stereotyped character**: there is no other character in fiction to whom it exactly fits.

(2) **Complex (Round) characters**

The marked of complex characters that he is capable of surprising us. But just like in a plot, in character, surprise must not arise from a violation of plausibility. The other theory of character also comes from Wellek and Warren as in Nuriastha (2004) who divided characters into two such as:

a. **Static character**

It is overlap to the flat character that presents a single trait, seen as the dominant or socially most obvious traits.

b. **Dynamic character**

It requires space and emphasis. It is obviously usable for characters focal for point of view or interest.

4.2. **The Psychological aspect**

Doing analysis on the character, understanding on both aspects of characterization and aspect of psychology is important. Intrinsically, psychology is related to the
psychological background of the character in the story. And extrinsically, it is related to the authorship factors and the creative process. Psychology of literature is the psychological study of the writer, as type as individual, or the study of the creative process, or the study of psychological types and laws present within works of literature, or the effects of the literature upon its readers that we call audience psychology. According to Bernhard states that psychology is the scientific study of the activities of individual. It is to discover what particular condition produces a given types of activities, so that eventually psychologist will be able to control and direct human activities by controlling this condition.

4.2.1. Psychological Aspect of the Character

According to Bernhardt as in Kirana (2011), all development on both heredity and environment, some features of this development depend directly on the heredity factors then environment. The color of the eyes and the degree of general intelligence of the individual are determined largely by heredity. Briefly, we say that heredity influence the psychological aspects of person. Purposes that all behaviors, the social, the psychological, and the physical are product of the interaction of environment in the elaboration of character and that influence in anyway our behavior, growth, and life process except the genes. The composition of our environment can be divided into three parts, such as:

a. External, physical environment

Some elements that make up our external environment such as: house, trees, air and nature in
our surrounding. It influences us and determines our behavior through our sensory organ.

b. Internal environment

All the food that we eat as a part of our external environment merely influences our psychological factors in our character.

c. Social environment

The psychologists generally recognize our social environment to be extremely important in shaping our individual behavior and personality. In using the word “social” we mean to include all the other human beings who in any way influence us. Some people influence us by direct, daily contact our families, our friends, our school and business acquaintances, etc. Other people have as much or more influence through indirect contact over radio and television, in books and other publications, and in many other ways.

4.3. The Human Motivation

There is a reason for everything that we do. All human activity has some causes. It is often difficult to find this cause or to decide just which of the thousand possible influences determine any particular action. Our knowledge of human activity will have to advance considerably before the ultimate aim of psychology is attained, namely, to be able to predict what particular response will follow a particular motivation. To be able to predict what success an individual will achieve in life or in occupation, we need to understand his abilities, his past experiences, and his motivation. In general,
everybody does what is done at any particular moment. The problem in motivation is two folds; (1) to outline the kind of influences that direct activities; (2) try to determine which of these influences our action in given situation. This is not easy. All casual relation human activity are rather obscure and it is hardly ever possible to carry our research to the final conclusion in particular cases, but it is possible to outline some of the basic reasons for human conduct. Human beings have few ready-made forms of behavior, and instincts. Rather we find that almost all human activities are flexible to any modification or change during the life time of individual. All human activities are subject of learning. This learning itself has a cause or motivated by something. Such factors are appetites, wants, emotions, etc seems to be driving motives. Those factors will be described as below:

4.3.1. **Appetites**

Man is so complex that he required certain things in order to keep living. These needs make themselves felt in such a way as to initiate activity that will eventually satisfy them. He need air to breath, food to eat, liquid to drink, rest from activity, sleep, a changing environment, the eliminations of waste products, and sexual expression. These are all basic natural needs periodic or continual satisfaction. They are motives or directing that activity finally ends in satisfaction of the self-need. It is called appetites.

4.3.2. **Wants**

The seeds are common to all human beings. But each acquires his own unique set of personal wants in this
foundation of universal need. For instance, although all people are alike in need of food as example, yet all differ in the detail food wants. Someone may acquires likes and dislikes for specific food that is different from the food preferences of all other people. One want has been acquires, it functions like need, and the individual cannot be happy unleash he finds some way to satisfy it. However, wants are modified though experience and present a changing shape in the development of the person from infancy to adulthood and to old age.

4.3.3. Emotions and Motives

It is necessary in this time to indicate how emotional experiences direct activity. When there is influence of the fear, a person may do many things that he would not do normally. That fear motivates human behavior has long been recognized since parents have often used fear to direct the conduct of their children. The state, the church and other organization from time to time used fear to product a desired from behavior. Ager motivates individual to fight, to attact, and to say thins that would beneath their dignity if they were not dominated by emotion. Besides, the intense emotion of fear and anger, the milder forms are sentiments and moods that dictate the course of action to be followed by the individual (Bernhardt, 1953: 50).

4.3.4. Feelings and Attitudes

He evaluates every experience that the individual has and every activity in which human categorized as being pleasant or unpleasant. There is a feeling tone scale ranging from extreme pleasantness and every experience can be
located somewhere on this scale. When an experience is evaluated as pleasant one, he tends to discontinue that experience and to avoid it in the future. Therefore, the ever present feeling tones of pleasantness or unpleasantness, with his complementary attitudes of approach is important to human motives.

4.3.5. Social Motives

Man is predominantly a social being. This social existence has produce in man certain characterization attitudes or tendencies. Whether it is due to inborn nature, trained into us by social custom and education, there is a universal tendency to struggle to be better and to succeed, to win out ahead of others, or to overcome obstacle or difficulty. This tendency is called self-assertion, and can be traced through great activity of the individual. Obstruction is met with increased activity, difficulties call for more energy, and project must be carried through a successful completion, or success must be achieved for its own sake. Tendency present in human beings to submit, to give in, and to be dependent to other authorities. This tendency is called self-submission. A force submission to other is common enough but hardly pleasant and it is not what we meant by self-submission. There is a submission that is satisfying. There are situations that are obviously beyond our own power to scope with, and in this situation submission is not one person, or to some ideas, or to some system or religion or to the laws of society seem to be the natural and satisfying course. The child is submissive to the adult. The adult is submissive to the wiser or more individual or to the representative of constituted authority.
A standard of mental health is a proper balance between these self tendencies. There are occasions when self-assertion called for, and there are also situations is possible only on the basic of given and is the one who at time is assertive and at another time is submissive.

4.3.6. **Feelings and Emotion**

Every activity and experience of the individual has a coloring of feelings. Life would be very drab and uninteresting if it were not for the constantly point of view, it makes no different how individual feels, as long as he goes through the necessary motion; but for the individual himself, it matters a great deal how feels about what he is doing. He evaluates experiences in term of his feelings, and these feelings determine to a considerable extent the occurrence and repetition of activity. Before we can have a complete picture of the individual’s activity, we need to consider this aspect of all activity the background of feeling. There are occasions when the individual undergoes a radical upheaval of the feelings, when he is emotionally disturbed, and this feature also claims some of our attention.

4.4. **Characteristic of Feeling**

The coloring feeling of any activity is not fixed or regular feature of that activity. A certain activity may be very pleasant at one time, while it may just be the opposite coloring on another occasion. Feelings accompany all activity and are not separate experiences. The duration of an experience modifies its feeling tone so that, if a pleasant experience is continued for any length of time, it may change
into an unpleasant experience. Feelings influence action, the feelings of pleasantness are accompanied by an attitude of withdrawal. We characteristically approach, try to sustain or repeat a pleasant experience or activity, and try to avoid an unpleasant experience.

4.5. Characteristic of Emotion

If someone is in the emergency situation, they fight or do nothing at all, it depends on circumstances. The same kind of emergency may cause the individual angry and fight at one time, at another time he will be afraid and ran away or do nothing. Anger and fear are two common forms of emotional adjustment that normally occur only in real emergencies but that may become habitual form of adjustment and occur in all kind of situations. Fear is the most powerful motive. It has driven man to escape its consequences. Anger as response to obstacle is also a means of overcoming them, but the difficulty is that tile anger response is sometime so violent and unorganized that the result may be disastrous. Anger has more then one form of expression. It may be expressed in more subtle ways, indirect and subtle ways of expressing anger are limited only by ingenuity of individual. Anger may be aroused and expressed in a great variety of ways. Like anger, fear may have various expressions. It does not always produce fight. It may lead the individual to avoid dangerous situation or to take a more cautious and alert attitude or such occasions. Fear may produce a complete paralysis of all actions so that the individual will be incapable of doing anything but scream with terror or faint.
5. ANALYSIS

The theme of this story is about Suffering in marriage. The main character in this short story is Mrs. Mallard (Louise Mallard). She is a woman whose husband is reportedly killed in a train accident. The psychological analysis of the story ‘the story an hour’ by Kate Chopin was done by analyzing story which explained the statement that are related to the problem of psychological aspect in the story.

5.1. Mrs. Mallard is a woman that is suffering in marriage

She was not very optimistic about her married life. The night prior to the “death” of her husband, she had quietly prayed for her life to be short. She had reached a point of disillusionment and would gladly welcome death as an option out of the marriage. She has come to the realization that the death of her husband is not only a tragic occurrence, but also a beneficial cutting of her previously binding marital ties. The crisis of her grief has given her new insight on her life, and Mrs. Mallard understands that her marriage has (at least by nature of its being a human relationship) limited her independence and freedom. She makes a prayer that is opposite to what she had made only a few hours prior to this. She now prays for long life long.

(“Free! Body and soul free!” she kept whispering”)

5.2. Mrs. Mallard is portrayed a frail woman

It seen in right form the onset of the story when her medical condition is introduced. However, her frailty is not just of body but also of soul and this is what prompts
Richard to try to the best of his ability to protect her. It shown says Mrs. Mallard sobs as a (“child who has cried itself to sleep”). The phrase reveals that Mrs. Mallard was a woman of a weak will. She is also described as having very frail hands. It is her frailty that probably led to her eventual death.

5.3. Mrs. Mallard is lonely woman.

It show in the marriage between Louise and Brently was unfruitful and it also confirms of just how free she would be after the death of her husband. Children are conspicuously absent in the narration which confirms . Mrs. Mallard reveals the state of the wives of the 19th century America who had no freedom unless they husbands died first. The absence of children in the marriage is the legacy that she leaves when she dies. In a society that wives were there to attend to their husbands, it is now clear that Brently will have no one to care for him after her death.

(“There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature”).

5.4. Mrs. Mallard is a quitter to the fact

She has died not from grief but from the sudden shock of having her joy of emancipation abruptly disappear upon the entrance of her husband Brently, who has not died in a train accident after all. The doctors’ assessment of the reason for her death is
thus unintentionally correct, although their diagnosis is intended to indicate that Louise dies from her happiness at Brently’s safe return. In addition, although Mrs. Mallard’s heart condition is mentioned initially at the beginning of the story, the intervening paragraphs suggest that when under the influence of her apparent independence, Mrs. Mallard is capable of feeling healthy. In the end, she dies from the shocking gap between her perceived situation and reality, which perhaps mirrors the discrepancy between her mental and physical health.

("When the doctors came they said she had died of heart disease--of the joy that kills")

The psychology aspect in this story it shown in the main character that will present how the story about . According to Bernhardt, state that all behaviors, the social, the psychological, and the physical are product of the interaction of environment in the elaboration of character and that influence in anyway our behavior, growth, and life process except the genres. From the first paragraph of ‘The Story of an Hour’, the term “heart trouble” primarily in a medical sense, but over the course of the story, Mrs. Mallard’s presumed fragility seems to be largely a result of psychological repression rather than truly physiological factors. Because of social motives Mrs. Mallard got the felling which is she not happy with her life. Louise must have felt both joy and extreme disappointment at Brently’s return, regaining her husband and all of the loss of freedom her marriage entails. The line establishes that Louise’s heart condition is more of a metaphor for her emotional state than a medical reality.
So that why the ends of the story concludes by attributing Mrs. Mallard’s death to heart disease, where heart disease is the joy that kills. Maybe it is such reasons that cause her heart trouble. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination. And yet she had loved him sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being! “Free! Body and soul free!” she kept whispering.

6. CONCLUSION

After analyzing the short story ‘The Story of an Hour’ by Kate Chopin, I can conclude that the entire story is founded on how Mrs. Mallard suffered. She suffered due to a troubled marriage which gave her no joy and she suffered due to the sickness that she had. The kind of suffering that she goes through is used by the author to depict what the woman of that society had to endure in marriages. The narrator reveals her passion on the plight of women in the society when Mrs. Mallard realizes that she is nothing but happy in the marriage. The character of Mrs. Mallard is used to illustrate that men oppressed women in marriage. By analysing Louise’s character using showing and telling method it can be identified that Louise is describes as lonely woman, a frail woman, and a woman that is suffering in marriage. After she hear her husband was dead in train accident she tries to be a modest widow. Those characteristic of Louise are identified from her sister, her avoidance of other’s idea, interaction with
other, and her sadness in statement at the story.

Looking into Mrs. Mallard’s psychological state, I could find that the emotional change must be described as the development of an increasingly resistant barrier between the real external world and that world which is most authentic in her experience the inner world of her fantasies. Though in her deep heart there is an ardent longing for freedom and for female self-assertion, and beneath her reserve lies a strain of romanticism and rebelliousness, she has no chance to release from what she evidently felt as repression or frustration, thereby freeing forces that had lain dormant in her.

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APPENDIX

The Story of an Hour is the story of an hour in the life of Mrs. Louise Mallard, a young woman whose wrinkles portray repression. Mrs. Mallard’s “heart trouble” in the beginning of the story is that she feels emotionally thwarted in her marriage. Because Louise Mallard suffers from a heart condition, her sister Josephine gently and carefully gives her the news of her husband’s death. Mr. Richards, a close friend of her husband, Brentley Mallard, and the first to learn of the tragic railroad accident that claimed Mallard’s life, has accompanied Josephine to help soften what they know will be a cruel blow. Louise falls, sobbing, into her sister’s arms, then retreats upstairs to her room. Josephine, who begs Louise to let her in, would be shocked if she knew what thoughts were racing through her sister’s mind. Louise has loved her husband, who has in turn loved her and treated her kindly, but she is not crushed by his death, nor do her reflections make her sick. Indeed, although she initially hesitates to admit to herself that she is not distressed, she begins to repeat one word: “free.” Her life is her own again; no longer will she have to yield to her husband’s wishes. Only yesterday she had regarded life as tedious and feared longevity. Now she yearns for long life. Finally, she yields to her sister’s repeated pleas to unlock her bedroom door. Louise embraces her sister, and together they go downstairs to rejoin Richards. As they reach the bottom of the stairs, Brentley comes through the door, unaware of the accident that supposedly has claimed his life. Richards tries to move between him and his wife to shield her from the shock, but he is too late; she has already seen Brentley. She screams and falls down dead. The doctors
who examine her afterward say that her weak heart could not bear the sudden joy.
The Analysis of Intrinsic Elements in Hans Christian Andersen’s “Ib And Little Christine”

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Abstract

This study is an analysis of the intrinsic elements in the short story “Ib and Little Christine” by Hans Christian Andersen. The aims of this study were to identify and describe the intrinsic elements in the short story “Ib and Little Christine” and understand how the author used them to set up his plot and characters. The data was collected through reading the short story repeatedly and taking notes of all information related to the focus of this study.

Keywords: intrinsic elements, understanding

1. INTRODUCTION

Literature is a term used to describe written and sometimes spoken material and represents the culture and tradition of a language or people. Roberts (1993:68) stated that literature can help us to grow both personally and intellectually. According to Jacobs (1993:1-3) literature provides the comparative basic from which we can see worthiness in the aims of all people, and it helps us to see the beauty of the world around us. Literature may be classified into four categories or genres 1) prose fiction 2) poetry, 3) drama, 4) non-fiction.

Intrinsic elements are the elements that build up in the
literary works of literature itself. The purpose of the entry of such elements or parts of the literary work itself. In general, the intrinsic elements of literary works include the theme, plot, character, characterizations, style, tone, and setting. According to Wellek (1962;332) The natural on sensible starting point for work in literary scholarship is the interpretation and analysis of the works of literary themselves.

The study was chosen for the reason to distinguish the intrinsic elements the author has used to more deeply understand the characters and the story he has written.

2. LITERATURE REVIEW

For this study Kusumawati’s paper “An Analysis of Agatha Christie’s The Pale Horse” has been used as a literature review. The study focuses on the intrinsic elements and how the author develops the plot of the novel.

3. RESEARCH METHOD

The data in this paper is taken from Hans Christian Andersen’s original short story “Ib and Little Christine”. The student analyzes the intrinsic elements the story has to offer based on book research of the story itself as well as using articles that focus on Hans Christian Andersen’s writing.

The method that is used in this paper is literary approach and library research in the purpose of answering the problems that were stated in this paper, namely the collection of data that are derived from a variety of secondary data, such as thesis, pdf journals, e-book, textbooks, and the official website.
Qualitative research method will be used which aims to gather an in-depth understanding of human behavior of the characters in the story such as human behavior and how the main characters deal with their own type of greed.

The data is presented in the format of a research paper and will focus on the progression of the characters and how Hans Christian Andersen made the decision to write them this way.

4. THEORETICAL FRAMEWORK

The intrinsic approach was originally written by Rene Wellek and Austin Warren in their book “Theory of Literature”. Rene Wellek introduced his intrinsic approach, which essentially is a study of literary work based on analyzing the internal elements that build that work.

4.1. Theme

Theme is a central idea or ideas underlying the creation of a drama. This is the main idea of the story and constitutes in the story as an objective that the author/playwright wants to express through his work.

4.2. Plot

1.2.1. Exposition

In this section, there is introduction of character and setting. The exposition introduces all of the main characters in the story. It shows how they relate to one another, what their goals and motivations are, and the kind of person they are.
4.2.2. **Rising Action**

The conflict is started. The character now begin to struggle against one another.

4.2.3. **Climax**

The point of climax is the turning point of the story, where the protagonist plays his main role. Both the protagonist and the antagonist have a plan to win against the other. The climax often contains much of the action in a story, for example, a defining battle.

4.2.4. **Falling Action**

In the sense that the loose ends are being tied up. However, it is often the time of greatest overall tension in the play, because it is the phase in which everything goes most wrong. In this phase, the villain has the upper hand. It seems that evil will triumph. The protagonist has never been further from accomplishing the goal.

4.2.5. **Resolution**

This is the final confrontation between protagonist and antagonist, which one of them win the conflict. Resolution has three type, they are:

4.2.5.1. Happy Ending
4.2.5.2. Tragic
4.2.5.3. Open Ended

4.3. **Character**

These are the individuals or someone who are a perpetrator in the story. Characters are an image of a person
who fills up a story (Keeney).

4.3.1. By their nature
   a. The protagonist, the main character’s story
   b. The antagonist, which opponents of the story characters

4.3.2. Based on their role
   a. The central figure, the figures are the most crucial in the drama. The central figure is a cause of conflict. The central characters include the protagonist and antagonist
   b. The main character, the supporters or opponents of the figures central figure. Can be also as intermediary central figure.

4.4. Characterization
   Characterization is a literary device that is used step by step in literature to highlight and explain the details about a character in a story.
   a. Direct or explicit characterization
      This kind of characterization takes a direct approach towards building the character. It uses another character, narrator or the protagonist himself to tell the readers or audience about the subject.
   b. Indirect or implicit characterization
      This is a more subtle way of introducing the character to the audience. The audience has to deduce for themselves the characteristics of the character by observing his/her thought process, behavior, speech, way of talking, appearance, and way of
communication with other characters and also by discerning the response of other characters.

4.5. Style

Style is the way in which something is spoken, written, or performed. In rhetoric and composition, style is broadly interpreted as representing a manifestation of the person speaking or writing.

4.6. Tone

The definition of “tone” is the way the author expresses his attitude through his writing. The tone can change very quickly, or may remain the same throughout the story.

4.7. Setting

Setting is an environment or surrounding in which an event or story takes place. Setting as place and time influences the theme, character and action of a story. In this type, setting controls the characters and by controlling setting, writers could control their characters. If they confine a certain character to a particular setting, it will define the character.

5. ANALYSIS

5.1. Theme

The major themes in the story “Ib and Little Christine” are love and greed. Love is in the form of the acceptance Ib has for when he hears the news Christine is getting married to another man and supporting her and wanting her to lead a happy life. As well as in the form of adopting Christine’s daughter when she is left an orphan out of love for Christine herself.
5.1.1. **Love**

At first Ib said not a word; but he became as white as the wall, and slightly shook his head. Then he said slowly:

“Christine must not refuse this advantageous offer.”

(*Ib and Little Christine*)

Love for a person doesn’t have to end with that person. If you love that person, you’re also going to love their family. You’ll have a certain respect for things surrounding that person. Ib might have cared for any other child on the street, but he cared for little Christine the most because she was of Christine whom Ib had loved deeply.

In this story Ib and Christine both got what the gypsy woman said was in the walnuts, but in ways neither of them expected and with endings neither of them saw coming.

4.1.2. **Greed**

And Ib and Christine looked at the wishing-nuts with great eyes.

“Is there a carriage with a pair of horses in this nut?” he asked.

“Yes, there’s a golden carriage with two horses,” answered the woman.

“Then give me the nut,” said little Christine.

And Ib gave it to her, and the strange woman tied it in her pocket-handkerchief for her.

(*Ib and Little Christine*)

Greed is in the form of Christine’s desires, every person has his own desires and it is very human to be greedy, Christine is not a greedy person who gets what she wants without doing anything. She works for it, but the thing that sets her back is that she
needs material things and believes they will bring her happiness. In the end of the story it shows that her rich life gave her all the gowns she wanted but not the love and happiness that she needed.

4.2. Plot

The plot of this short story revolves around two individuals, Ib and Little Christine. They grow up as being friends to being potential lovers when they confess their feelings later in the story. When given a choice by a gypsy woman to pick three magical walnuts, Christine takes two that promise carriages and dresses and Ib is left with one which promises it’s everything he needs. These walnuts truly are magical as they come true but in way the two characters don’t expect. Ib loses what he wants, which is Christine herself, but after years he finds what he needs, riches and a new Little Christine of his own. Christine on the other hand gets what she wants, a wealthy husband and all the garments and jewelry she wants, but she is denied the love and happiness she really needed.

*Ib had money, and was said to have provided for the future.*

*He had won gold out of the black earth, and he had a Christine for his own, after all.*

*(Ib and Little Christine)*

It can be said that based on the elements the plot is a plot of thought where the way of a character’s thinking changes, like in the instance of Ib and his viewpoint. Based on the ending of this story, Andersen has written a closed plot one, an ending that has a conclusion.
4.3. Character

In the short story “Ib and Little Christine” there are four characters who are important to the plot. They are Ib, Christine, the gypsy woman, and Christine’s daughter.

Ib and Christine are both main characters and protagonists, but Ib has the spotlight more often in the story. Ib is a boy who grew up on a farm and is skilful with his hands that he can make wooden shoes. Ib grows up working hard and not being very enthusiastic for his own happiness, his only desire is for Christine to be happy and taken care of. He did not believe in destiny, but his viewpoint started to change as his walnut’s prediction came true.

Both Ib and Christine are not very complex characters, but they are both dynamic in their development as both of them learn that tempting fate comes with consequences and Christine got the short end of the stick.

Christine is a girl who is a boatman’s daughter and she has always been as delicate and graceful as a gentleman’s daughter.

Christine was the boatman’s daughter, and was graceful and delicate as a gentleman’s child; had she been differently dressed, no one would have imagined that she came out of the hut on the neighbouring heath.

(Ib and Little Christine)

Christine and Ib shared everything, from food to playthings and were always together since Christine’s father was a widower and she was always with him into town and always played with Ib there. Just like Ib, Christine is brave and curious and she tries to be as acceptable as possible.
Christine is hardworking and her dedication to earn gave her the opportunity of a good life. As soon as Christine is accepted in a prestigious life, she is spoiled by her husband and his family. She soon stops writing letters to Ib and gets all the riches she could ever want. In the end Christine is met with a tragic ending, she dies in a rotten place, with a child who needs caring, it is mentioned her husband never treated her well and that she never found the happiness she could have had with Ib. Her walnuts’ predictions came true, but with a heavy price. In the end Christine did become well off, but not the original Christine but her young daughter who was adopted by the now wealthy Ib.

The gypsy woman appears only once in the story and is a very peculiar character. She is a supporting character that sets the story into motion. Without her interference Ib and Christine would not have had any development or progression whatsoever. The gypsy woman is the keeper of the magic walnuts and she offers them to the then young children, she also offers to help them go home so it is debatable if she is an antagonist or not. It is never showcased who she really is, where she came from or what her motives are, she only appears to set the gears into motion and disappears, never to be heard from again. This very portrayal indicates she is very mythic-like or even god-like, as in she is there to implant the morals of the story.

Christine’s daughter, who shares her mother’s name is said to be an exact replica of Christine in her youth. She is a young child who roams the streets to find food since her mother is on a death bed in some rotten house. She is the personification on all of Ib’s desires, she is the Christine he
will have in the end, not as a wife but as a daughter. In this story she is seen and portrayed as some kind of reward or trophy.

4.4. Characterization

In the short story “Ib and Little Christine” Andersen used direct method since he introduced and showcased the characters directly.

Little Ib, a boy seven years old, the only child of the family, would sit by, looking at the workmen, cutting at a stick, and occasionally cutting his finger.

(Ib and Little Christine)

4.5. Style

Andersen uses a lot of narrative description in his story to showcase the characters, events and surroundings. Anderson also used a lot of emotion with Ib’s letter and the way he says Christine is her own person and belongs to who she wishes:

“I have read the letter you have sent to your father, and gather from it that you are prospering in all things, and that there is a prospect of higher fortune for you. Ask your heart, Christine, and ponder well the fate that awaits you, if you take me for your husband; what I possess is but little. Do not think of me, or my position, but think of your own welfare. You are bound to me by no promise, and if in your heart you have given me one, I release you from it. May all treasures of happiness be poured out upon you, Christine. Heaven will console me in its own good time.”(Ib and Little Christine)

4.6. Tone

Andersen uses general tone with some suspense and
tragic moments such as Ib finding the dying Christine and her last uttered words without knowing if she recognized him:

“The icy hand of death was already on Christine. Her youngest child, only a few weeks old, expected in prosperity and born in misery, was already in its grave, and it had come to this with Christine herself, that she lay, sick to death and forsaken, in a miserable room, amid a poverty that she might well have borne in her childish days, but which now oppressed her painfully, since she had been accustomed to better things. It was her eldest child, also a little Christine, that here suffered hunger and poverty with her, and whom Ib had now brought home.

“I am unhappy at the thought of dying and leaving the poor child here alone,” she said. “Ah, what is to become of the poor thing?” And not a word more could she utter.

And Ib brought out another match, and lighted up a piece of candle he found in the room, and the flame illumined the wretched dwelling. And Ib looked at the little girl, and thought how Christine had looked when she was young; and he felt that for her sake he would be fond of this child, which was as yet a stranger to him. The dying woman gazed at him, and her eyes opened wider and wider—did she recognize him? He never knew, for no further word passed over her lips.”(Ib and Little Christine)

4.7. Setting
Like many of Andersen’s works, this story takes place in Denmark. The village where Ib and Christine grew up is located in North Jutland in the forest where many farmhouses are standing. In the beginning of the story it is shown to be summer with many animals and plants in their bloom, while in the end of the story many years in the future it is autumn. The air is said to be thick and dark, with no blossoming plants, the wind was strong and lifted the golden leafs from the trees
and dropped them onto the ground. This darker setting fits well with the ending and it contrasts with the new Christine’s youth, beauty and desire to live.

Not far from the clear stream Gudenau, in North Jutland, in the forest which extends by its banks and far into the country, a great ridge of land rises and stretches along like a wall through the wood. By this ridge, westward, stands a farmhouse, surrounded by poor land; the sandy soil is seen through the spare rye and wheat-ears that grow upon it. Some years have elapsed since the time of which we speak. The people who lived here cultivated the fields, and moreover kept three sheep, a pig, and two oxen; in fact, they supported themselves quite comfortably, for they had enough to live on if they took things as they came. (Ib and Little Christine)

5. CONCLUSION

The story is about the progression of the characters Ib and Christine, who take different paths in life and one finds a happy end while the other dies in poverty. Ib is selfless and lucky, he gets wealth after his hard work for many years and strikes gold in the ground, making his walnut’s prediction true which contained soil and indicated the earth will be what Ib really needed. Christine is not as selfless as Ib and she takes the opportunity given to her for a good life, she becomes rich through her new family, but she is not treated well. She dies in poverty, with a dead child after her husband loses everything and takes his life. The wealth she dreamed of was not what she truly needed as she could have had a happier life with Ib in the village.

In this story Ib adopts the poor orphan Christine left behind out of love her and ultimately he gets what the walnut predicted, wealth and a new little Christine of his own. In
contrast Christine had a sad death where it was not certain is she recognized Ib in her final moments and she would not know what happened with her child. The promises the walnut gave her will go directly to her child, who will live a wealthy life and will get all the gowns and carriages she wants.

Many of Andersen’s early fairy tales are retellings of traditional folktales such as “Little Claus and Big Claus,” “The Princess on the Pea,” “The Traveling Companion,” “The Swineherd,” and “The Wild Swans”; in Andersen’s rendering, however, they reveal a certain uniqueness and brilliant irony. Kings go around in battered slippers and personally open the gates of their kingdoms, princesses read newspapers and roast chicken, and many supernatural creatures in later tales behave and talk like ordinary people.

Most of Andersen’s fairy tales are radically unlike traditional folk tales as they lack happy endings, the token of true folk tales. The little match girl freezes to death, the little tin soldier is thrown into the oven and melts, the daisy withers, the fir tree is chopped into firewood, and Christine dies in poverty.

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APPENDIX

Summary of “Ib and Little Christine”

There were once two children who were friends, a little boy and a little girl. They lived out in the country. The boy lived on a farm and his name was Ib. The girl lived only with her father and was named Christine. They were the best of friends.

One day the two children went with the girl’s father to deliver some items up river. They were sat upon a pile of firewood and given something to eat. They also happened to be delivering a suckling pig. The two children decided to play with the pig while the father was away. As it so happened, the pig fell into the water and floated away. The children decided to go after it.

On the way they heard the pig, but got distracted by blackberries and hazelnuts. They were soon lost and did not know the way home. They met a woman who was a gypsy. The woman helped the children out and gave them three magical walnuts in return. Christine got two of the walnuts and hers were said to contain a fancy carriage and nice things and clothes. Ib’s was supposed to contain the best of all things. The gypsy woman showed the children the way home.

Ib opened up his walnut, but the only thing in there was black dirt and he soon forgot all about it. Time moved on and the children were still friends, but Ib became a shoemaker and Christine went to serve a household. Ib and Christine became of an age where they decided to get married, but they also decided to wait. A couple of years passed and Ib heard that Christine would be marrying the son of the household she worked for. Ib was crushed, but it was explained to him
that she would be better off.

Christine was married and Ib continued to worked. He stayed on the farm where he had grown up and he learned to till the Earth. Years passed and passed, Christine’s husband wasn’t as good as he should have been and even though Christine had a nice carriage and beautiful clothes, just as her walnuts predicted, she did not have a nice life. The wealth soon dwindled and the husband soon ended up dead in the river by whatever nefarious hands put him there.

Ib learned about this but stayed in the farm, until one day he was plowing and found a gold piece of something. As it turns out he had found a Hun’s grave. There was great wealth there and Ib was soon a wealthy man.

He went to visit a city one day and saw a little girl. This little girl looked so much like Christine that he followed the little girl who led Ib to a dirty room where a dying woman lie on the bed. The dying woman was Christine and misfortune had befallen her. Christine died without recognizing Ib, but Ib excided to take the little Christine with him.

Ib once again had a little Christine and realized that his walnut had been right. All the best things were inside the walnut and they came from the black earth. Without the black earth, he would not be wealthy and wouldn’t have little Christine.
Stylistic Analysis of the Nightingale and the Rose Short Story by Oscar Wilde

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Abstract
Stylistic is the study to interpret the literary meaning and aesthetic effect of literature texts linguistically. This study aimed to describe kinds of stylistics that used in the short story The Nightingale and the Rose by Oscar Wilde. Oscar Wilde’s The Nightingale and the Rose written in an aesthetic voice. He employs various stylistic devices for the expression of aesthetic concept. Descriptive qualitative method used to analyze kinds of stylistics that used in this short story. The main theories use is stylistic approach by XuYouzhi (2005) with the supporting theory by Semino and Culpeper (2011) about different stylistics methods to explain the reason of language use by the author and theory of figurative language by Rozakis (1995). As the result, this thesis contains a lot of stylistic features which help Oscar Wilde create a story that successfully absorbs and shocks whoever reads it.

Key words: Stylistic analysis, The Nightingale and The Rose, Oscar Wilde

1. INTRODUCTION
Stylistics refers to stylistic study specially. The aim of the stylistic study is to interpret the literary meaning and aesthetic effect of literature texts linguistically. Stylistic analysis may be confusing for some people, because
they consider it as interpretation. Stylistics mainly explains the relationship between the text and its context. This paper made to analyse the stylistic of Wilde’s short story The Nightingale and the Rose. The Nightingale and the Rose is written by Oscar Wilde in 1988. Oscar Wilde was known as master of fairy tale.

The Nightingale and the Rose is a fiction story. The fiction is written about imaginary characters, events and setting, to disclose an idea (theme) of a story. Themes of Oscar’s work are mostly about love or art and the spirit of self-sacrifice as in The Nightingale and the Rose. The passion of nightingale reflects the deep theme Art is for Art’s Sake. The Nightingale is a small brown bird found in Europe that has a beautiful song which is heard during the night. The nightingale can be symbolize as a truthful, devoted pursuer of love, who dares to sacrifice his own precious life and because of the theme of this short story is about true love, thus Oscar choose red rose as the symbol of true love. In this study, the writer will try to explain stylistic features that used by Oscar Wilde in this short story to attract the readers. The aim of this study is to describe kinds of stylistics that used in the short story The Nightingale and the Rose by Oscar Wilde.

2. LITERATURE REVIEW

There are two journals conducted by earlier researchers and have similarity to this study. Some information and analysis concerning the study of stylistic are describes as follows:

The journal was taken from the internet. The article found in Journal of ELT and Applied Linguistics (JELTAL),
Volume 2 entitled “Stylistic Analysis of Robert Frost’s Poem: “The Road Not Taken” by SumeraBatool and friends (2014) aimed to analyze Robert Frost’s poem “The Road Not Taken” from the viewpoint. The analysis covers the different aspects such as the lexico-syntactic patterns and choices, semantically, grammatically, graphological and phonological.

Another journal found in Journal of Language Teaching and Research, Vol. 1, No. 5 entitled “Stylistic Analysis of The Great Gatsby from Lexical and Grammatical Category” by Xiangqi Liu (2010) aimed to adopt the method used by Leech and Short in their book Style in Fiction to make a relatively overall and objective analysis of the novel’s language from lexical and grammatical Category.

Both journals discuss about stylistic but with different objects to be analyzed. Sumera Batool and friends uses poem as their object and Xiangqi Liu uses novel as her object. Meanwhile, this study tries another object like short story as the object that will be analyzed.

3. RESEARCH METHOD

Research method is the main requirement in a research; it is about what data will be collected and how they are analyzed. It usually consists of three elements; they are Data Source, Data Collection, and Data Analysis.

The data was taken from the short story The Nightingale and the Rose which is written by Oscar Wilde in 1988. This short story was chosen because this short story contains a lot of stylistic features.

The writer collects the data through library research. The first method was reading the whole of this short story.
Then, take a note the data which is contain stylistics features.

Descriptive qualitative method was used in this analysis. First, the writer analyzing the whole text in the short story which is containing stylistics features. Then, analyzing how the stylistics features work in the process of attracting the readers to read this story using the literary stylistic method by Semino and Culpeper (2011). At the end, the writer drawing conclusion based on the result of data analysis.

4. THEORETICAL FRAMEWORK

The main theories use is stylistic approach by XuYouzhi (2005) with the supporting theory by Semino and Culpeper (2011) about different stylistics methods to explain the reason of language use by the author and theory of figurative language by Rozakis (1995). Some related theories to the stylistic could be described as follows:

4.1. Stylistic

According to XuYouzhi (2005) there are three aspects of stylistic study: stylistic study can help cultivate a sense of appropriateness (we should develop a sense of appropriateness in order to choose the suitable speeches in such situations), stylistic study sharpens the understanding and appreciation of literary works, and stylistic study also helps achieve adaptation in translation.

Linguistic and literary texts can be interpreted by using different stylistics methods based on Semino and Culpeper (2011: 14). They divided stylistics into two; General stylistics which is used to analyze the linguistic texts such as advertising, newspaper reporting, or everyday conversation.
Meanwhile, *literary stylistics* focuses on analyzing the literary works such as short story, novel, and poem. Literary stylistics connects linguistics and literature because instead of describes the process of language in literary work and explores the creativity of language, it is also explain the reason of language use by the author.

4.2. **The Levels of Language**
   XuYouzhi said, there are three levels of language;

4.2.1. **The Level of Phonology**
   Phonology deals with the sound system of a language by treating phoneme as the point of departure. (Hu Zhuanglin, 2001:18) Phonological level is the expression or realization of language in its spoken form.

4.2.2. **The level of Lexis and Grammar**
   Grammar is the science of the structure of a language and both the syntactic and semantic rules of the generally accepted used. (Chen Linhua, 2004: 4) Lexicology is the study on the choice of specific lexical items in a text, their distribution in relation to one another, and their meanings. (XuYouzhi, 2005: 25)

4.2.3. **The Level of Semantics**
   Semantics deals with the meaning of language.

4.3. **Figurative Language**
   Rozakis (1995: 28) said that “Figurative language – saying one thing in terms of another”. It means that figurative language
is an expression used by person or the author indirectly by using the comparison. Rozakis (1995: 33) divides the kinds of figurative language into:

4.3.1. **Simile**

Simile is the comparison of two distinctly different things but it is considered the same as helped by the connective words “like” and “as”. For example: *Brave as a lion, they fought like cats and dogs.*

4.3.2. **Metaphor**

A metaphor is the comparison of two unlike things as if they are one. Metaphor does not have connective words such as like, as, than, similar to and seems determining them as figurative. Metaphor and simile have close relation because comparing the different things. If the concept of simile is *A is like B*, then the concept of metaphor is *A is B*. For example: *Time is money.*

4.3.3. **Personification**

Personification is the style of language that gives the characteristics of human to inanimate objects. So, this kind of figurative language makes inanimate object can act, speak, and has emotional feeling like human. For example: *The sun greeted me this morning, the sky was full of dancing stars.*

4.3.4. **Irony**

Irony is the style of language to express something captured by the reader that should be opposite from the literal meaning. For example: *“Oh! What fine luck I have!”* the
sentence on the surface conveys that the speaker is happy with their luck but actually what they mean is that they are extremely unhappy and dissatisfied.

4.3.5. Hyperbole

Hyperbole is the style of language in expressing something exaggeratedly. It is used to cause the effect and reaction from the reader such as serious, ironic, and humorous. For example: *You snore louder than a freight train.*

5. ANALYSIS

In data analysis will answer the problem statements stated in the research problems based on the theoretical framework. Here are the analyses of the data that divided into;

5.1. Phonological features

In the description of The Nightingale and the Rose, Wilde applies onomatopoeia to make the vivid and lively description. It is very helpful to describe the different character inner mental activities thoroughly and show the exact feelings, respectively. (Zou Tao, 2003) For example:

“The prince gives a ball to-morrow night,” murmured the young Student. (page 8)

In this sentence, it is just by using the word “murmur” to show the student’s feelings of grievance and helplessness. Responding to the word murmur, the word “tomorrow” may be twisted as *to-morrow* and the normal pronunciation of it is changed into /tuːˈmorəʊ/. Because the vowel sound / uː/ and the diphthong are usually connected with the words blue
and low respectively, naturally we can imagine the student’s feelings of anxiousness, fret as well as his low spirits.

5.2. **Semantic features (figures of speech)**

In the tale, Oscar Wilde uses many figures of speech to accomplish the semantic expressions. Here below the figure of speech that found in this story;

5.2.1. **Simile**

*e.g. She passed through the grove like a shadow* (page 9)

Shadow can be interpreted as something moves fast. Passed is compared with a shadow which is describes the speed of movement performed by the nightingale because she wants to help the young student in finding the red rose that will be given to the young student’s lover.

*e.g* *His hair is dark as the hyacinth-blossom, and his lips are red as the rose of his desire;* (page 8)

The *hyacinth blossom* is beautiful flowers that have beautiful colors such as pink, purple, blue and red which is illustrates the young student who has wavy hair. Another simile expression is describes how the young student has red color lips.

*e.g* *His lips are sweet as honey, and his breath is like frankincense.* (page 10)

Honey in this expression refers to sweet fluid produced by bees. The use of honey as an illustration of the nightingale’s lips can be described as a good utterance from the lips of the nightingale. Frankincense or olibanum comes from Boswelia tree which has good aroma. It explains that the nightingale has fragrant breath.
5.2.2. **Metaphor**
e.g. *Flame-colored are his wings* (page 10)
Flame is used by the author to describe the color of the nightingale’s wings.

5.2.3. **Personification**
e.g. *Here is the reddest rose… it will tell you how I love you* (page 11)
This expression of personification aims to show the feeling of the young student for the girl.
e.g. *Pearls and pomegranates cannot buy it..* (page 8)
Pearls describes as jewelries and pomegranates as sweet fruits. Pearls and pomegranates do not influence the nightingale’s perception about love because Pearls and pomegranates cannot exceed love.

5.2.4. **Irony**
e.g. *Well, upon my word, you are very ungrateful,’ said the Student angrily; and he threw the rose into the street, where it fell into the gutter, and a cart-wheel went over it.* (page 11)
The irony expression in italic type explains the young student is not true lover or warrior of love. He is a quitter and irritable. When he is rejected by the girl, he is no longer believes in love.

5.2.5. **Hyperbole**
e.g. *She will dance so lightly that her feet will not touch the floor* (page 8)
The use of this expression is to dramatize the happiness
which is felt by the young student when he imagines his lover dance beautifully while using the red rose in her dress.

5.3. **Lexical features**

The words used in the fairy story are accurate, vivid, expressive and plentiful. There is a sentence listed below to illustrate the lexical features.

“Her hand will be clasped in mine” (page 8)

Here, “clasp” means to hold tightly. But why does not the author use the word “grip” or “grasp”? This word is powerful enough to express the student’s strongest passion and love to the Professor’s daughter.

5.4. **Syntactic features**

The syntactic features, elliptical sentences are applied frequently. According to Wang Shouyuan (1990:52), ellipsis is the omission from a sentence of words needed to complete a construction. In literature, ellipsis is not merely a grammatical means to make the work compact, but a stylistic device to express the meaning or message of the work. For example:

“No red rose in all my garden!” He cried. (page 8)

“Why, indeed?” said a Butterfly. (page 8)

The complete sentence of “No red rose in all my garden!” He cried should be “There is no red rose in all my garden”. While “Why, indeed?” should be “Why is he weeping, indeed?”. In this tale, Oscar Wilde also used inversion devices to make the languages rich and colorful. Here are some syntactic parallel constructions to show the inversion. For example:

…louder and louder grew her song. (page 10)

…bitter and bitter was the pain, wilder and wilder grew
her song (page 11)  
\textit{...fainter and fainter} grew her song. (page 11)
The above sentences are inverted, but they are more important in view of parallelism. When we read, the tone is up and down with strong rhythm. It gives us a musical effect to the readers.

6. CONCLUSION

From the analysis above, can conclude that the author is committed to aestheticism that’s why the story is in aesthetic voice. Oscar also used his knowledge in this field to give color and more understanding in the selections. Through the words choice that used by Oscar in this story, can attract the reader and makes the readers interested to read it.

REFERENCES


Abstract
This study is an analysis of Three Dimensional Aspect of Main Character in A Rose For Emily by William Faulkner. The aims of this study were to describe the main character in term of three dimensional aspects (psychology, sociology, and physiology) in the short story A Rose for Emily by William Faulkner. The data were collected through reading the story repeatedly and take a note of all information related to the character which became the focus of this study. To analyze the data, the writer applied theory by Lajosegri in Sukada “Beberapa Aspek Tentang Sastra”. Based on the data analysis, three dimensional aspects of character have influenced in forming the main character of the story.

Keywords: Character, characterization, dimensional aspects of character

1. INTRODUCTION

A rose can be divided into two kinds, fiction and nonfiction. Short story is one of literary works which belongs to fiction. Short story has two elements, they are intrinsic and extrinsic element. The intrinsic element of short story are theme, setting, plot, character, point of view, style and tone, structure and technique (Kenney). Character, as a part of intrinsic element, is one of important aspects because it carries the author’s message that can bring various
values in human life such as morality, education, and many orders. Character is potential to arouse good feeling, emotion, and fresh opinion in our part. On the other hand, it may also teach us to be a wiser person in particular.

In this writing, “A Rose for Emily” was chosen to be analyzed because it was one of famous short story by American author William Faulkner, which is first published in the April 30, 1930 issue of The Forum. It was Faulkner’s first short story published in a national magazine. The story tells about a young women who is overwhelmingly influenced by her father. This study was emphasized in the sociology and psychology of the main character in the short story. By analyzing them, the sociology and psychology condition could be seen the writer present the main character. The aim of the study is to describe the main character in term of three dimensional aspects in the short story A Rose for Emily by William Faulkner.

2. LITERATURE REVIEW

The discussion in this study focused on Emily as the main character. In the previous years, there were some students analyzing about the character.

“The Analysis of the Main Character in Terence RattiGan’s “The Winslow Boy” Based on Psychology and Sociology” written by Adhiguna (2003). This undergraduate thesis was concerning about the analysis of a character in drama based on sociology and psychology approach. The undergraduate thesis is related to this study because it is also focused on sociology and psychology aspects of the main character. In analyze the undergraduate thesis used same theory that is
theory psychology by Karl Bernhardt (1953). The difference between this undergraduate thesis and this study is in the source of data, the undergraduate thesis analyze the main character in a drama, while this study used a novel The writer analyze two main character that analyzed those are Arthur Winslow and Chaterine Winslow. It made the thesis is not focus. This study only analyzes main character, Jane. It made this study more focus to analyze sociology and psychology.

The undergraduate thesis entitled "A Psychological Analysis of the Main Character in "The Shawshank Redemption" written by Suardana(2008). The method of characterization that is being used in this screenplay is the character on the other character method. The thesis took same topic about psychology and analyze method of characterization. The theory that used in the thesis and this study were theory literature and theory psychology. Meanwhile, the undergraduate thesis and this study, used different data source the writer focused on analyzed novel. Beside used theory literature from William Kenney the thesis confused. The problems of the thesis analyze of main character. However, the other character explained in analyzed. It made analyzed not focus and confused. The psychology that analyzed in the thesis those are appetites, wants, emotions as motives, feeling and attitude, and social motives. Meanwhile, this study more focus to analyze in attitude, feeling and emotion.

3. RESEARCH METHOD

Research method is the methodology that is used in analyzing a data, it is contains data source, method and technique of collecting data, and the method and technique
of analyzing data.

The data source in this study were taken from a short story by William Faulkner entitled A Rose for Emily. In this study, the short story A Rose for Emily by William Faulkner was chosen to be analyzed. It was one of the famous short story published in 1930, which is the genre of this story is a horror literary fiction romance flash back tragedy by Emily as the main character. This study focused on Emily as the main character because this short story can build such atmosphere that affected the emotion and feeling the readers.

The methods used in collected the data in this study used library research by note taking. The working procedure was divided into several steps. The first step was reading the short story repeatedly and intensively to understand the content of the short story. Then, the second step was reading the theory book and browsing to the internet, in order to get more information that are relevant to the topic.

The methods used in analyze the data of study is qualitative and descriptively presented. It was analyzed using the theory Lajos Egri in Sukada “Three dimensional aspect”. The technique of analyzing data is the process to find and arrange the data systematically, by organizing the data into categories, describing the data into units, arranging the data into pattern, and making conclusion.

4. **THEORETICAL FRAMEWORK**

There is theory that become the theoretical framework for this writing; The theory is three dimensional aspects proposed by Lajosegri in Sukada “Beberapa Aspek Tentang Sastra”. Three dimensional aspects are physiological,
sociological, and psychological dimension.

4.1. Three dimensional Aspects

To Analyze the second problem used the theory proposed by LajosEgri in Sukada (1987;135) who proposes the three dimensions as the basic structure of the character, namely the following;

4.1.1. The Physiological Aspect

This is the physical aspect of a character, which affects his/her sociological experience and behavior. The physicality of a person makes the first impression, which dictates how a person will be treated, and this, in turn, affects a person’s life experience and behavior.

4.1.2. The Sociological Aspect

This is the sociological aspect of a character, which affects his/her behavior. There are several factors at play for this aspect of character, and along with the physiological, these aspects shape behavior.

4.1.3. Socialization and Personality

Because the main character lives in society, so he must do socialization. According to Roucek and Warren, socialization is the process, begun in infancy, by which the human organism, learning socially approved attitudes, ect.

4.1.4. Cooperation

Cooperation means working together for common goals. Its one of the most basic of the social processes.
Cooperation may or may not involve a dividing of different types of tasks.

4.1.5. Competition

Competition is an individual struggle for scale goals. These goals may be material or non-material.

4.1.6. Conflict

Conflict is the attempt to eliminate a rival from the competitive process. From individual efforts to get as large a share as possible of the scarce thing.

4.2. The Psychological Aspect

This is the way a character behaves, which is the culmination of that character’s physiological and sociological aspects. This is the part of character analysis that involves labeling the character as a “type” or using adjectives to describe that character.

4.1.2. The Human Motivation

There is a reason for everything that we do. All human activity has some causes.

4.2.1. Appetites

Man is so complex that he required certain things in order to keep living. The motives or directing that activity finally ends in satisfaction of the self-need. It is called appetites.

4.2.2. Wants

Wants are modified though experience and present
a changing shape in the development of the person from infancy to adulthood and to old age.

4.2.3. Emotions and Motives

It is necessary in this time to indicate how emotional experiences direct activity. Besides, the intense emotion of fear and anger, the milder forms are sentiments and moods that dictate the course of action to be followed by the individual (Bernhardt, 1953: 50).

5. ANALYSIS

In this writing, the main character would be analyzed based on the physiology, psychological, and sociological aspect.

5.1. Physiological Aspect

The analysis on the physiological dimension character of the main character, Emily Grierson is about the physical appearance which includes some physical aspects, such as, skin color, eye color, sex, age, heredity, strength, size of body, and so on. Physiologically Emily is described as follow;

5.1.1. Miss Emily is Negro, fat in black, with a thin gold chain descending to her waist and vanishing into her belt, learning on an ebony cane with a tarnish gold head. It can be seen from the quotation bellow;

“They rose when she entered a small, fat woman in black, with a thin gold chain descending to her waist a vanishing into her belt, learning on an ebony cane with a tarnished gold head. Her skeleton was a small and spare; perhaps that was why what would
have been merely plumpness in another was obesity in her. She looked blonted, like a body long submerged in motionless water, and of that pallid hue. Her eyes, lost in the fatty ridges of her face, looked like two small pieces of coal pressed into a lump of dough as they moved from one face to another while the visitor stated their errand". (Faulkner,1930:344)

5.1.2. After her father died, Emily became ill for along tome because the death of two people whom very close to her. When she visible after illness, she had hair cut, and looked short tragic and serene. The quotation bellow will explain it;

“She was sick for a long time. When we saw her again, her hair was cut short, making her look a girl, with a vague resemblance to those angels in colored church windows-sort of tragic and serene”. (Faulkner,1930:346)

From the explanation above, Miss Emily Physiologically described through her physical appearance as a slim figure at first, than as the time past, she became a small old woman who lived in obesity of her own body.

5.2. Psychological Aspect
The term psychology is related to that branch of knowledge investigating and studying human behavior and activities in which the behavior and activities as the manifestation of the psychological state. Psychologically Emily described as follow;
5.2.1. **Personality**

Personality deals with qualities of a person. It is that which permits a prediction of what a person will do in a given situation.

a. When Miss Emily felt depressed after two people, her father and her sweetheart who were much closed to her and she loved very much died. She became more introvert and close-minded. It can be seen from the quotation bellow;

\[
\ldots \text{After her father death she went out very little, after her sweet heart went away, people hardly saw her at all...} \quad \text{(Faulkner, 1930:346)}
\]

5.2.2. **Behavior**

In “A Rose for Emily”, Emily’s bizarre behavior can be attributed to her inability to let go of the past (including letting go of the dead).

a. At the beginning of the story, when the mayor writes a letter asking her to meet with him, she replies with “a note on an archaic shape, in a thin flowing calligraphy” saying that she did go out anymore. Hence, the note and the way it was written show that Ms. Emily is stuck is the past as she writes in an “old fashioned” style (calligraphy) on old fashioned paper. The quotation bellow will explain it;

\[
\text{“When the next generation, with its more modern ideas, became mayors and aldermen, this arrangement created some little dissatisfaction. On the first of the year they mailed her a tax notice. February came, and there was no reply. They wrote her a formal letter, asking her to call at the sheriff’s office at her convenience. A}
\]
week later the mayor wrote her himself, offering to call or to send his car for her, and received in reply a note on paper of an archaic shape, in a thin, flowing calligraphy in faded ink, to the effect that she no longer went out at all. The tax notice was also enclosed, without comment.” (Faulkner, 1930:344)

b. The iron gray hair lying on the pillow next to the corpse of Homer Barron is one the greatest symbols of Ms. Emily’s bizarre behavior. The iron grey hair shows that Ms. Emily has killed Homer Barron and has slept with the corpse for many years. It describe in this quotation;

“The man himself lay in the bed. For a long while we just stood there, looking down at the profound and fleshless grin. The body had apparently once lain in the attitude of an embrace, but now the long sleep that outlasts love, that conquers even the grimace of love, had cuckolded him. What was left of him, rotted beneath what was left of the nightshirt, had become inextricable from the bed in which he lay; and upon him and upon the pillow beside him lay that even coating of the patient and biding dust.” (Faulkner, 1930:350)

5.2.3. Emotion

Emotions deals with strong feeling of any kind: love, joy, hate, fear, and jealously. (Hornby, 1989;394). Anger motivates individuals to fight, to attack and to say things that would be beneath their dignity if they were not dominated by emotion.

a. When the town had just let the contracts for paving the sidewalks and in the summer after her father’s death they have begun the work. The construction company cane with niggers and mules and machinery and a foreman named Homer Barron. Then, Miss Emily ha an interest to Homer Barron, a Yankee, dark, ready man,
with a big voice and eyes lighter than his face. It shows the emotion in psychological of love feeling on Emily’s character. The quotation bellow will;

“At first we were glad that Miss Emily would have an interest, because the ladies all said, “Of course a Grierson would not think seriously of a Northerner, a day laborer.” But there were still others, older people, who said that even grief could not cause a real lady to forget noblesse oblige—with calling it noblesse oblige. They just said, “Poor Emily. Her kinsfolk should come to her.” She had some kin in Alabama; but years ago her father had fallen out with them over the estate of old lady Wyatt, the crazy woman, and At first there was no communication between the two families” (Faulkner, 1930:347)

b. Miss Emily jealously with Homer Barron, when she knows that he liked man. It was known that he drank with the younger man in the Elk’s club. So she decided to kill him by used some poison like “Arsenic”. The quotation billow will explain it;

“So the next day we all said, “She will kill herself”; and we said it would be the best thing. When she had first begun to be seen with Homer Barron, we had said, “She will marry him.” Then we said, “She will persuade him yet,” because Homer himself had remarked—he liked men, and it was known that he drank with the younger men in the Elks’ Club—that he was not a marrying man. Later we said, “Poor Emily” behind the jalousies as they passed on Sunday afternoon in the glittering buggy, Miss Emily with her head high and Homer Barron with his hat cocked and a cigar in his teeth, reins and whip in a yellow glove.” (Faulkner, 1930:348

5.2.4. Motivation
Motive is something which causes somebody to act in
a particular way, reason.

For Emily, everything that she did had a motive. Emily killed Homer Barron by “arsenic” that her bought because she jealously and afraid of alone. It is the impact of her father which always controlled her like a shadow behind her. When her father died, she became ill for along time. So, she decided to kill him and kept the corpse of Homer Barron in her house for more than thirty years until her dead. It shows the psychopath character of Emily. It can be seen from the quotation bellow;

“I want some poison,” she said to the druggist. She was over thirty then, still a slight woman, though thinner than usual, with cold, haughty black eyes in a face the flesh of which was strained across the temples and about the eyesockets as you imagine a lighthouse-keeper’s face ought to look. “I want some poison,” she said.

The druggist looked down at her. She looked back at him, erect, her face like a strained flag. “Why, of course,” the druggist said. “If that’s what you want. But the law requires you to tell what you are going to use it for. “Miss Emily just stared at him, her head tilted back in order to look him eye for eye, until he looked away and went and got the arsenic and wrapped it up. The Negro delivery boy brought her the package; the druggist didn’t come back. When she opened the package at home there was written on the box, under the skull and bones: “For rats.”” (Faulkner, 1930:347-348)

5.3. Sociological Aspect

The analysis on sociological aspect of the main character is useful in order to know Emily’s social background relation between Miss Emily and the people around her used the character on character method.
5.3.1. Occupation

During she gave lessons in china-painting, she had closed her front door, save for a period of six or seven years, when she was about forty. The quotation bellow will explain it;

“From that time on her front door remained closed, save for a period of six or seven years, when she was about forty, during which she gave lessons in china-painting. She fitted up a studio in one of the downstairs rooms, where the daughters and granddaughters of Colonel Sartoris’ contemporaries were sent to her with the same regularity and in the same spirit that they were sent to church on Sundays with a twenty-five-cent piece for the collection plate. Meanwhile her taxes had been remitted.” (Faulkner, 1930:349)

5.3.2. Social Stratification

Miss Emily lived in big house, squarish frame house that had once been white; it decorated with copulas and spired and scrolled balconies. From it, the author wants to describe that an aristocratic family could have this kind of house. It can be seen from the quotation bellow;

“It was a big, squarish frame house that had once been white, decorated with cupolas and spires and scrolled balconies in the heavily lightsome style of the seventies, set on what had once been our most select street. But garages and cotton gins had encroached and obliterated even the august names of that neighborhood; only Miss Emily’s house was left, lifting its stubborn and coquettish decay above the cotton wagons and the gasoline pumps—an eyesore among eyesores. And now Miss Emily had gone to join the representatives of those august names where they lay in the cedar-bemused cemetery among the ranked and anonymous graves of Union and Confederate soldiers who fell at the battle of Jefferson.” (Faulkner, 1930:343-344).
5.3.3. Human Relationship

Ms. Emily might have stayed out of the public eyes after the two deaths because she was finally alone, something she in her petty life was not use to. After her father’s death she went out very little, after her sweetheart were gone away, people hardly saw her at all, and she isolated herself from civilization. It can be seen from the quotation bellow;

“That was two years after her father’s death and a short time after her sweetheart—the one we believed would marry her—had deserted her. After her father’s death she went out very little; after her sweetheart went away, people hardly saw her at all. A few of the ladies had the temerity to call, but were not received, and the only sign of life about the place was the Negro man—a young man then—going in and out with a market basket.” (Faulkner, 1930:346)

6. CONCLUSION

Based on the problem that has been described in the first chapter and the analysis in the third chapter, some conclusion can be made in this point, as follows;

In the physiological aspect of character the author uses discursive method. And it covers age, sex, color of eyes, and hair and etc. He also use the characters on other characters method in which one character in the story talked about other character. Psychologically, Emily was described as a brae old woman who could face her problems by herself and though in her own will, she had firmness of will and these iron prides have not kept her from being frustrated and hurt. The sociological aspects of the Emily’s character covers the social activity, social stratification, human relationship.
REFERENCES


It has been known that there are various kinds of people with various kinds of characters living in this world. There are also various kinds of experiences happening that they have to undergo. These kinds of people and experiences inspire the authors of literature to write about those things. This is very important and useful considering that the life of human beings is very limited and it is expected that they will know about the world as much as possible. The only possible and cheapest way of doing it is through reading literary work. People can have more information, ideas and the feeling about something without necessarily experiencing it by themselves. The types of literary works produced by those authors can be fiction and non-fiction. The works produced can be based on the real events, completely imaginative or the combination of factual and imaginative events. By reading all the researchers conducted by the students of the Faculty of Arts and Cultures, it is expected that the readers can improve their life quality considering that there are a lot of moral teaching and human behaviors that will be able to learn.