THE INFLUENCE OF ENVIRONMENT ON LUKE’S PERSONALITY CHANGES IN GRISHAM’S
A PAINTED HOUSE

A Thesis

Presented as the Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By:
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Yogyakarta, March 26, 2007

Faculty of Teachers Training and Education
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PAGE OF DEDICATION

This study is dedicated with gratitude and loves to:

My beloved parents, **M. Atman Sakdan** and **CH. Sri Indriyati Yuhandani**,

My beloved Brother, **FX. Lukman Ari Wibowo**

My beloved sister, **K. Esti Kusuma Wardani**

My beloved soul mate, **Sisilia Finda Purwaningsih**

My best friends, **Odie, Jagad, Koyor, Cabul, Porn, Boni, Koko and Kur2**,

My band of brothers in **MPD SWEAT**,

My best friends and Families in **WB, Mas Bul2, Ciel’e, Tiwuk, Ette, Prima, Rusi, Lila, Mas Sugeng, Mas Umar**

My language consultant, **Adrian Coen and Porn**

My friends and families of English Education Sanata Dharma University,

And all people who continue to serve the world in their own ways.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis which I wrote does not contain the works or part of the works of other people, except those cited in the quotations and bibliography, as a scientific paper should.

Yogyakarta, March 26, 2007

The writer,

Fajar Wisnu Brata
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta

Pada tanggal : 20 Mei 2007

Yang menyatakan

(Fajar Wisnu Brata)
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ABSTRACT


This thesis discusses John Grisham’s novel entitled A Painted House. It tells about a 7-year-old child whose name is Luke Chandler. Luke lives in Black Oak village, a place in Arkansas. The story starts in a harvest season. All farmers look for workers to take their harvest. Luke’s family hires workers from Mexico and hill people. Luke gets many experiences in that harvest season. The interesting point that can be seen in that novel is that a young boy gets many experiences which should not be experienced in his age. John Grisham uses his own childhood as the background of this novel. The novel does not tell about legal issue but it describes a 7-year-old child’s life. These things make A Painted House as an interesting novel to analyze.

There are 3 questions discussed in this thesis. They are (1) How is Luke’s previous personality revealed by the author? (2) What are new experiences and social background influential to Luke’s personality changes? (3) What are the changes in Luke’s new personality?

Library study is the main way for me to conduct this study. To collect the data, there are two kinds of source that are utilized. A Painted House becomes the Primary source of collecting the data, while the secondary sources are books about characters, characterization, and psychology. Character’s personality changes are influenced by psychological factor, therefore psychological approach is the best approach for me to analyze this novel because this approach is suitable for analyzing this novel.

The findings of my thesis are (1) Luke’s personalities revealed by the author are; smart, being sensitive, being curious, being obedient, hardworking. (2) Influencing factors on Luke’s personality changes are Luke’s life experiences and the society treatment. (3) Luke’s personality changes are: Being religious, eager to learn, easily threatened by others, understanding good and bad.

From the analysis, I can conclude that Luke personality’s changes happen because of all Luke’s experiences and the experiences make him mature.
ABSTRAK


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CHAPTER 1

INTRODUCTION

1.1 Background of the study

A literary work is one of the tools or media of communication between the writer and the reader. The writer uses literary work to convey their ideas. The ideas do not reveal directly but the readers can know if they read the literary work. The readers also need to deal with the language that the author uses. The readers have to observe literary works entirely because literary works have some elements which is seen as one unity. They are theme, message, plot, character, setting, point of view, tone, atmosphere (Stanton; 1965: 12-30). All of these elements unite and become good literary work.

There are many kinds of literary works for example poem, novel, short story, etc. Novel becomes the main concern that will be discussed in this paper. Novel as one of the literary works is usually called as the reflection or presentation of life. One of the reasons is that the writers wrote what reflected in their life, for example, they criticize about the effect of environment towards people’s personality. It is obvious that we cannot separate social and political backgrounds or we call it as setting of the novel. Setting becomes one of the elements that should be considered. In other words, the readers have to understand the setting especially if the novel tells about the fact that happened in the past.

*A Painted House* by John Grisham is one of the novels which conveys or describes about how people live in rural Arkansas, one of the states in the United
States. This novel is interesting because the author tells the story using the first point of view. The point of view of the novel uses a-seven- year old child called Luke. In this novel, Luke as the main character of the novel finds many experiences. In the harvest season their parents have to hire another people to get the cotton. The people who they hire are from Mexico and high hill. It is interesting that a child can learn many new things during harvest season. This child finds new things that surprised him. Those experiences cause the changing of a child’s personality. There are many things that are interesting to be discussed in *A Painted House*, but the main problem in this book is personality changes of the child called Luke as the main character.

Grisham describes about how people survive in their life. They will do what is necessary in order to survive and to get what they want. It is the same as what happens in our daily life. People will do everything in order to survive and get what they want. How to survive in our life is a difficult problem. Moreover people have to change their personality in order to survive in this world. The changing of personality or character also takes place in this novel. That is the reason why this novel becomes a good novel. It reflects what happens in our life.

The changing of personality is caused by many factors. One of the factors is the changing of the nature and society. The nature and society are called setting. Setting in the novel can be setting of time, setting of place, and atmosphere. The details of setting are described by giving the years, the name of place, and person. The theory of setting and the explanation will be discussed in the next chapter.

The readers have to understand that there is a close relationship between the personality changes and setting, for example, a child who was born in a big city but he
grows up in a village. The place where he grows up will influence the child’s personality. This is one of the examples of personality changes. In this thesis, the writer emphasizes on the personality changes of the main character.

The main character is the central character in this novel. The main character describes the story of the novel. All the characters except the main character in this novel connect with the main character and they also build an atmosphere of the novel. The explanation above means that the readers will know and understand the novel from the main character.

1.2. Objective of the Study

The aim of this study is to know the influences of environment on Luke’s personality as the main character in the novel. The writer wants to know Luke’s personality changes which is influenced by the environment.

1.3. Problem Formulation

Based on the background of the study, some problems are formulated as follows:

1. How is Luke’s previous personality revealed by the author?

2. What new experiences and social background are influential to Luke’s personality changes?

3. What are the changes in Luke’s new personality?
1.4. Benefits of the Study

Reading and analyzing a novel deeply will give some advantages generally and specifically. It can help English learner not only about the elements of the novel but also about the social situation and setting of the novel.

Specifically, this study is expected to contribute any information about how people change because of the nature and social changing. It also describes how people struggle in their life because of the changing of the situation.

Generally, it will help the readers to consider reading a novel as a good activity to know more about the world. There are many good values that we can implant from reading a novel especially when the novel talks about morality in daily life.

1.5 Definition of Terms

1. Character

Character is an imagined person who emerges in the novel and every character is unique. It means that every character is different with others (Abrams, 1981: 20).

2. Setting

Abrams states, “The setting of narrative or dramatic work is the general locale, historical time, and social circumstances in which its action occurs...” (1971: 175).
3. Personality

Personality is assessed by the effectiveness with which he is able to elicit positive reactions from a variety of persons under different circumstances. (Hurlock, 1976: 7)
CHAPTER 2
REVIEW OF RELATED STUDIES

In this chapter the writer would like to describe the theories of related studies. The writer divides this chapter in five subchapters. They are: theoretical review, review of related studies, criticism, and theoretical framework. In the theoretical review, the writer discusses the theories of literature. Meanwhile in the review of related studies, the writer describes the studies, which are related with the discussion. The criticism part will explain about the criticism of the novel and the author of *A Painted House*.

2.1. Theoretical Review

In this part, the writer would like to present some related theories that the writer adopted in this thesis. They are theory of character, theory of characterization, and theory of setting.

There are many theories related to literature because literature consists of many elements whether it is intrinsic and extrinsic elements. The reader has to observe the novel entirely in order to understand the author’s messages. The other elements of the novel determine the readers’ understanding, for example, the readers have to look at the theme, plot, character, setting, point of view, tone, and atmosphere (Stanton, 1965: 12-30). All of these elements are the essence of a novel as literary works.

Stanton’s theory explains the elements of a novel. The readers should know all the element of the novel in order to understand the content of the novel. Theme, plot,
character, setting, point of view, tone, and atmosphere are the elements which influence novel as literary works.

The writer uses this theory to analyze and answer the problems in this thesis. The writer should know all the elements of the novel before analyzing and answering three problems in the thesis.

In order to understand more about the novel the writer explains some theories in detail, which help the writer to analyse the novels. The next subchapters explain and describe the theories mentioned.

2.1.1 Theory of Character

Character as one of the intrinsic elements of literature plays an important role in the novel. Analysing character is more difficult than analysing other elements because we have to analyse it based on the author’s way to explain the characters. Character is an imagined person who emerges in the novel and every character is unique, it means that every character is different from others (Abrams, 1981: 20).

The progress of a character in the novel is divided into “flat character” and “round character” (Abrams, 1971: 21). “Flat character” means that the author only describes this character without specification, in other words the author does not explain it in details and without significant progress. Usually the writer describes the character in “a single phrase or single sentence.” This type of character does not make any significant progress in the novel. It means that the character gives little contribution in the novel.
Round character means that the character is complex and makes a lot of progress through the novel. We usually called this as dynamic character. The reason why it is called as dynamic character is that the character is changing through the novel for example firstly the character is a good person but because of certain event in the novel the character become a bad person. In other words the character seems as real person and the character is changing through the dialogues or actions.

We can also distinguish the character from the frequency of appearance in the novel. *In The Novel in English* (1983: 155) by Ian Milligan, character is divided into two. The first type is the major character. The major character appears more frequently than the other characters in the novel. The readers usually follow the plot of the novel through this character. In other words this character is the main character of the novel.

The second type is minor character. This character appears less often than the main character in the novel. This character only appears in certain setting of the novel. The character is also less important than the major character.

There are two reasons why the writer uses the theories of character by Abram and Ian Milligan. The first reason is that the writer should know the main character of the novel before analyzing the novel. In order to know the main character, the writer uses theory of character by Ian Milligan. Using theory of character by Ian Milligan enables the writer to find the character commonly appeared in the novel.

Abram’s theory is used by the writer in order to understand that the character is changing. It means that character’s traits are changing through the novel.
2.1.2. Theories of Characterization

There are many ways that are used by the author to describe the character in the novel for example the author describe their characters in Direct Method and Dramatic Method (Rorhberger and Wood, 1971: 21). In direct method, the author directly describes the characters with their physical appearance and also characters’ awareness. All the description based on author’s point of view. In contras when the author uses the situation around the characters to describe the character behaviours means that the author uses Dramatic Method to explain the characters. The changes in character may be small but it brings big differences in the novel for example if the main character that is changed means big differences in the novel. That is the reason why the readers have to be careful when reading the novel especially in character of the novel.

Murphy (1972: 161-173) classifies nine ways of revealing the character that is used by the author which are:

1. Personal description

In this way the author describe the characters’ appearance in details, it means the character is described by illustrating the character’s look and dress (1972: 161), for example his clothes, his face, his hair. The purpose of explaining the appearance is the readers can imagine the characters in the novel. The readers will not find any difficulties in imaging how the characters are described. It is one way to help the readers read the novels.

2. Character as seen by other

Another way is the author describes the character from the other character’s point of view. This way can bring false perception about certain
character because the characters’ point of view to the others characters are different from the writer (1972: 162).

3. Speech

The readers can use the conversation or dialogue in the novel as a clue to know about the character. The readers can find the character based on what the character says or from the opinion of the other characters speech (1972: 164). We can conclude that we have to read the novel in details.

4. Past Life

The event that happens in the past can be used to determine character in the novel (1972: 166). It helps the readers know the reasons why he /she has certain behaviour and it also leads the readers to learn the changes of the characters.

5. Conversation with others

It is the same as speech but it emphasizes on the conversation between the character that want to reveal the character and the role of the character (1972: 167). The matters that are said by the characters often give as a clue to their character.

6. Reactions

Reactions from one character toward other characters lead the reader to find character in the novel (1972: 168). Reactions toward the situations and events also describe about the character, how the character face the situation and the events that happen around the character.
7. Direct comment

The author can describe or comment on the character directly (1972: 170). The description is clearly stated in the novel. It makes the readers easily know about the characters.

8. Thoughts

In certain novel the author gives us direct knowledge of what the characters think (1972: 171). The author explains more and gives the clue of someone’s character using it. The explanation also invites the readers as the person in the character.

9. Mannerism

The author tells about a person’s mannerism, habits, or idiosyncrasies, which tell us something about his characters (1972: 173). The author gives complete description about the characters.

Two theories above show that there are many ways of revealing character in the novel. In Murphy’s theory, there are 9 ways of revealing character. The writer uses this theory in order to know characters’ traits in the novel. Meanwhile Rohberger and Wood’s theory is used by the writer to know the way of revealing character by the author especially in the novel *A Painted House*.

Novel could not be separated from characterization, Rohberger and Woods state in their book Characterization is the process by which an authors creates character, the device by which he makes us believe a character is a particular type of person he is (1971: 180). The characterization can be presented in two ways, they are:
1. Direct Presentation

The character is described directly by the author. This method tells the character in expository or there is someone else explain about the character what they are like in order to make the reader understand about the characters (1974: 69)

2. Indirect Presentation

The character is presented from what they think, say and do in the novels. The reader can also catch the character from the characters’ action in the novel (1974: 69)

2.1.2 The Critical Approach

Novel as a part of literary works covers moral value. Readers try to find the value when they read the novel and apply it in their daily life. They also give respond to the novel’s value by using certain means. They called the means as critical approach.

Rohberger and Woods state in their book “Reading and Writing about Literature” that we can judge the literature using critical approach (1971: 3). In order to understand better about the value that is covered in the novel we use the means of critical approach.

There are five kinds of critical approach which are: formalist approach, biographical approach, sociocultural-historical approach, mythopoeia approach, and
the last but not least is psychological approach. The writer will elaborate more as follows:

a. The Formalist Approach

This approach focuses on the whole of the novel as literature subject. It means that the novel is seen as the unity of literary works. The harmonious of the parts of the novel is determined from the structure and how the matters of techniques determined the structure. The novel is separated from the fact of the author’s life. The formalist did not take the place of literary object was created into account (1971: 6-7)

b. The Biographical Approach

Biographical approach wants to explore the literary works based on the authors’ personality. They try to understand authors’ biography that makes literary works (1971: 8)

c. The Sociocultural- Historical Approach

Society, culture, and historical background are used as references in order to understand more about literary works. Novel actually tries to explain about human life, what is happen in the real life. This phenomenon became the focus of this approach (1971:9)

d. The Mytopeic Approach

This approach is used to find certain universally recurrent patterns of human thought. The mytopeics has desire to find it an ancient myths and folks’ rites (1971:11)
e. The Psychological Approach

There are many theories of psychology that is used to explain literature works especially on the personality of the characters in the story. This approach describes that the characters of literary works as human being. Therefore the characters are analysed based on the psychology of human being.

In this thesis, the writer uses a psychological approach. The reason why the writer uses this theory is to analyze the characters’ traits especially the main character in *A Painted House*.

2.1.3. Theory of Setting

The action of a novel, plot must happen in some places and some moments, which often influence the event happening and sometimes even, figure it (Delaar, 1963: 127). Abrams states, “The setting of narrative or dramatic work is the general locale, historical time, and social circumstances in which its action occurs...” (1971: 175). Setting, according to de Liar, is as scene, which has function in the novel. Further, De Laar says that like character, scene must be drawn in some way from factual life. Wholly scene is as inadequate as wholly imaginary character. However, scene cannot be taken in a straight line from reality, neither can the whole thing in the novel. It must somehow be organized, i.e. in some way vague from reality to point the purposes of the novel (1963: 172).

In some novels, setting is important, whilst in others it is less so. Setting, according to Murphy (1972: 142), “can be concerned with the place in which the character live and also the time in which they live.” Setting can have a great effect
upon the personalities, actions, and ways of thinking of the character. So, “the awareness of the setting of the story will help towards and understanding of the book” (1972: 143). Murphy explains the setting as follows:

a. Time

Murphy says that there are four kinds of setting of time. The first is the present time. “A writer may choose to write a book about his own time, about the things that are happening around him” (1972: 143). The second is the past time. A writer may select to go backwards in time, to write down about past events, or to clarify the past of his reader (1972: 144).

The third is future time. In this setting of time, the writer may use “his imagination to take his reader into the future” (1972: 144). Nowadays, we can see the setting of time that takes place in the future time, for example in outer space. The last kind of setting of time is no specific time. In this type of setting of time, the writer “does not give indication of the time” (1972: 144).

So, it takes place in no time or anytime. We can simply those stories using this kind of setting of time, like in the old fairy stories. In the other words, we can say that they take place “once upon a time”.

Murphy says that there are three kind of setting of place. The first type is familiar place. The writer may decide to set his story in a place where he considers being familiar to almost his reader” (1972: 145). He can choose either from experiences or by close acquaintance. For example, the British writer may decide to write down about the events that happen in London or any other cities of Britain. So, people living in Britain at the time these books are printed would be comparatively
familiar with their backgrounds, although some of the readers had never been to a place, they would be familiar with the place from newspapers, conversations, the television and so on.

The second type is unfamiliar place. In this type, the writer tries “to set his novel in a place that is likely to be fairly unfamiliar to many of the readers of his own nation” (1972: 145). The last type is imaginary place. In this type, the writer chooses “to set his story in an entirely imaginary place”, which is not familiar with the readers’ background (1972: 147). For example, overseas students who learn English text tend to be discouraged when they read books set in other countries that they have never visited and are identified only by hearsay or books they read.

The writer uses theories of setting in this thesis. The reason why the writer uses the theory of setting in this thesis is to know the relation between the setting of the novel and the characters’ personality in *A Painted House*. The setting of the novel influences the characters’ personality in the novel.

### 2.1.4.1. Theory of Personality

There are many books that discussed about personality. In this thesis, the writer wants to discuss about the personality especially on the personality changes. But first we should know about the meaning of personality.

Personality is derived from the Latin word persona, which means “mask.” Later it adopted by the Romans to whom *persona* denoted “as one appears to the others.”
(Hurlock, 1976: 6). The personality especially in the novel could be seen from the
dialog or from the explanation of another character in the novel. The explanation of
this has been discussed in above.

Personality is the dynamic organization within the individual of those
psychophysical systems that determine his characteristic behaviour and thought.
(Hurlock, 1976: 7) The way people talks and thinks can be categorized as personality,
in other words, we can know a person’s personality from what they talk and what he or
she thinks about something, for example a person faces a problem and the person
thinks carefully about how to solve the problem.

In the novel we can know the personality of the characters from the dialogs or
from how they handle a problem. Many people think that it is difficult to know
characters’ personality because sometime the character changes their opinion from one
situation to another situation. The important thing to know about the characters’
personality in the novel is that there must be something that is not change from the
characters’ behaviour. “When used in connection with personality, character relates to
behaviour that is regulated by personal effort and will.”(Hurlock, 1976: 8) It means
that personality is deeper than character because character of a person can be changed
from one condition to the other conditions but personality is deeper than character, for
example the condition or the environment changing make the person changes their
personality.

2.1.4.2. Personality Changes

Personality changes are the changing of personality, for example from good to
bad. Usually the personality changes automatically accompanied body changes. People
can not control the changing of the body. It also happens in the personality changes. It assumed that the personality changes are likewise uncontrollable.

In this thesis the writer will discuss the personality changes in a young child. A young child is unaware of the social value of personality but on the contrary the older child and adolescent are motivated to improve themselves. (Hurlock, 1976: 6) The older people usually discover that how people feel from the way they treat or they say to him or her, for example when kindergarten Scholl teacher accused a child of being lazy. The child feels that he makes a mistake so the teacher says that he is lazy.

2.1.4.3. Moulding the Personality Pattern

The personality can be influenced by many things for example heredity potentials and environment. Personality pattern or personality traits are controlled by the genres. The principal raw materials of personality are physique, intelligence, and temperament (Hurlock, 1976: 78). All the principal materials are determined by the through structural inheritance but it will develop by the environment where they live. In another way the environment is one of the factors that influence the personality.

Environment has significant role toward the personality changes. Moreover the hereditary has potential role toward the personality changes (Hurlock, 1976: 78). Heredity potential only produces raw materials but the important of moulding the personality is the environment. A person will learn how to survive based on their environment, for example a child who sees a beggar in the street. This child sees that it is an easy way to get money especially when the beggar begs in the traffic light. The child will do the same thing in order to get money.
2.1.5. Theoretical Framework

Some applied theories in this analysis help me understand the whole story better and answer the formulated problems. For the analysis, the writer applies four theories; they are theory of critical approach, theory of character, theory of characterization, and theory of personality.

First of all, the writer uses a psychological approach to find the best approach in analysing the novel, so that the writer can understand the nature, function, and positive values of *A Painted House*.

Secondly, the writer uses the theory of character and characterization to understand the personality of the central character as revealed by the author in the novel under discussion. Besides, the theory of character and characterization are very helpful in the seeing the society’s treatments toward the central character.

Thirdly, the psychological theory of personality becomes necessary since the aims of the formulated problems in this study are to analyse the main character’s personality and the main character’s changes considering his life experiences and the society’s treatment toward him as described in *A Painted House*. 
CHAPTER 3

METHODOLOGY

This chapter is divided into four parts, which are: subject matter, approach, procedures, and data collection. The subject matter focuses on the major subject of the study. The approaches concern with the literary approaches that have been mentioned in chapter 3 and it is used to analyze the novel. The third subchapter deals with the steps which are used for completing the research. Finally the data collection concerns with the sources that give information that is used to analyze the novel.

3.1. Subject Matter

The subject of this study is *A Painted House* by John Grisham, which was published in 2001. This novel describes a seven-year-old child who lives in Arkansas. The main character in this novel is Luke Chandler who has unusual experiences during harvest time. There are many events that change Luke’s personality.

When the harvest-time comes, each family in the plantation has to hire labors. The Chandlers hire workers because they cannot pick the cotton by themselves. The labors are from Mexico and Hill people. The Mexicans came from their country using boats full of labors. On the other hand, the Hill people are from high ground and they do not have plantation. The main purpose of the workers is money which they can earn from picking cotton. Luke feels that this time is different from the last harvest time because he finds experiences that he has never felt before.
A Painted House is a different type of novels which is written by Grisham because usually Grisham writes novels deals with law but this time he wrote about ordinary people who do not relate with law and murder. This novel consists about 466 pages and this is original version from the author. A Painted House is one of the pop novels which tell about ordinary people.

3.2. Approaches

The study focuses on the influence of setting upon the main character’s personality changing that revealed in A Painted House. In order to reveal the influence of setting upon the main character’s personality changing, I will use 2 kinds of approaches. They are socio-cultural historical approach and psychological approach.

The writer uses socio-cultural historical approach because racism exists not only in the past but also in the present day. Racism is related with social, cultural, and historical essences. Here the novel explores the society of America during slavery era. The approach helps to understand the history and condition of America before the declaration of human rights. This becomes the main focus of the study.

The writer uses socio-cultural historical approach because the setting of time of the novel is in 1952 and in rural Arkansas where many people still hold their religion very fervently and every bad behavior is sinful for them. Setting is related with social, cultural, and historical backgrounds.

The psychological approach is used in this study in order to analyze the influences of setting upon the main character’s personality changing. The main focus
of this study on the theory of psychology is on the theory of personality because the characters in the novels are seen as human beings. Every human being has different personality and each is unique. The theory tries to explain it in details. The characters’ personality is influenced, either directly or indirectly by setting of place or time in which she/he grows up. The setting influences the character through the society. Therefore it is appropriate to use the theory to make the reader understand the novel deeply. Besides using the theory of psychology the writer also uses the theories of character and characterization in the study.

3.3. Procedures

The process of this study is through several steps. The main step that the writer used was reading and taking notes, which helped the writer to analyze the literary works. Besides the main steps, the writer also passed several steps during the process of the study. The whole steps from beginning to the end will be described below.

First, the writer searched the novel in library and also in bookshops. *A Painted House* by John Grisham is one of the bestselling novels in the world so it is not difficult to find the novel. The writer can know that it is a new novel because it was published in 2001.

Secondly, the writer read the novel *A Painted House* several times in order to find the theme and message that the writer wanted to convey. When the writer read the novels for the first time the writer felt that the novel was difficult because the limited vocabulary of the writer. After several times the writer can find the details of events
that are useful to be explained especially about the influence of setting upon the main character’s personality changing.

Third, I determined the subject to be discussed in the thesis. The subject that existed in the novel is personality changing. Then the writer formulated the problems of the study.

Fourth, the writer makes critical analysis by using socio-cultural historical approach and psychological approach. The last step is that the writer gathered information and data from various sources to support the study.

3.4 Sources and Data Collection

The writer needs a lot of opinions as well as references from books and notes in order to complete the study. There are 2 kinds of sources that are used to reveal the influence of environment upon the personality changes in the novel. They are Primary sources and secondary sources. The explanation will be in the next paragraph.

The primary sources are the sources that become the basis of the study on the influence of environment upon the personality changes. The novel is used as the primary sources because the novel is the object that is investigated and the content of the books become the main sources. The novel is *A Painted House* by John Grisham.

The secondary sources are the supporting sources in giving information of the study. Firstly, I used some literature books such as “*Glossary of Literary*” written by Abrams, “*An Introduction to Fiction*” written by Stanton, “*Reading and Writing about*
"Literature” written by Rohrberger and Woods, “Historical Introduction to Modern Psychology” and “Understanding Unseen” written By Murphy.

Besides those books above there is still much information that I gathered from Internet and websites. The example of the website is classic note that explain about the author’s bibliography and the other books that the authors had written for example http://www.olemiss.edu/depts/english/ms-writers/dir/grisham_john/.

3.5. Criticism

The Themes of John Grisham’s works usually are not only about law but also about people who mostly live below poverty line. A Painted House is the only novel outside of the themes. It is far from tapping into anything real, the author seems intent on delivering an upright and safely predictable past in which his readers can take comfort. It is interesting that he needed much longer time to finish this book compare with the other book he wrote before. (New York Times - Janet Maslin (02/08/2001)

It also relates with John Grisham’s childhood in Arkansas. Once again, Grisham has given us memorable characters but by meaning deeper into his own past and conscience, he wrote a book that seems more personal, emotional and realistic in an artistic sense than previous work. This may be Grisham's best writing to date. (Houston Chronicle: 02/08/2001)

The main character in A Painted House is Luke Chandler. Luke Chandler is a sympathetic character. He gains our sympathy. John Grisham is lighting out for new
territory, which is not a bad start because he wrote it in a good way. (Philadelphia Inquirer – Rebecca Pepper Sinkler: 02/25/2001)
CHAPTER 4
ANALYSIS

The title of the novel under discussion is *A Painted House*. This story talks about a boy who has many experiences in his special harvest season. Harvest season is a season when farmers take their crops from the field. The reasons why the harvest season becomes a special season are: first, in the harvest day, Luke, the main character in the novel, meets many people who work in Chandlers’ field. Second, Luke finds many events that he has never seen in his life. Third, his experiences influence his life and change his personality. The writer will give more information about the personality changes in this chapter.

The writer involves three major points about the central character’s personality changes. The first point goes to the analysis of Luke’s personality. The second point is an analysis of all possible factors that influence Luke’s personality changes, including Luke’s life experiences and several treatments from the society toward Luke. The last point is about the personality changes of Luke considering all possible factors that entirely influence Luke’s personality changes.

4.1. The Personality of Luke

This section discusses the personality of Luke. It involves Luke’s physical appearances and characters as revealed by the author in the novel under discussion. The term character here refers to the second interpretation of character as it is introduced by Stanton that is mixture of interest, desires, emotions, and moral principles which lead to his own conception.
Round characters means that the character is complex and makes a lot of progress through the novel. The character is changing on the novel and the changes can be from god to bad or vice versa (Abrams, 1981: 21). The explanation shows that Luke as the main character in the novel can be called as round character. Luke’s personalities change through the novel. He found many things especially about good and bad.

Another theory states that there are two interpretations about a character. The writer has already explained it in the previous chapter. The writer tries to interpret Luke as the main character. Luke in the novel *A Painted House* does many things which involve his interest, desires, emotions, and moral principles.

She was barefoot, and her dress was dirty and very tight-tight all the way to her knees. This was the first time I remember rally examining a girl. She watched me with a knowing smile (p 11).

Luke as the main character in the novel almost occurs in all situations. He is the most important character in the novel. It means that he has an important role in the novel. It is obvious that the readers can know the plot of the story by following the Luke’s character. The main character holds important role in the novel or we usually call it as major character. Ian Milligan (1983: 51) states in his book *In the Novel in English* that there are two characters which are major character and minor character. Luke almost occurs in all situations.

The writer uses many theories in order to make sure that Luke is the main character of the novel. The readers should be careful about which character is the main character of the novel.
It is difficult to distinguish the characters. The reader should be careful when reading the novel especially on the characterization. Actually there are many theories that discuss characterization but in this thesis, the writer uses the theory of characterization by Murphy. Murphy explains nine ways of revealing the characters that are used by the author. The writer only finds four ways of revealing character. They are speech, conversations, reactions, and thought. The writer discusses all the ways of revealing characters in the next paragraphs.

4.1.1. Smart

Luke is a smart boy. Even though he is only 7 years old, he always criticizes what happens around him. He knows exactly about the condition of his family for example he knows that his family is not rich. He knows that he lives in a village and most of the people work as farmers. He thinks that to be a farmer does not earn a lot of money and his family talks about factors which influence the crop.

They were farmers, hardworking men who embraced pessimism only when discussing the weather and the crops. There was too much sun, or to much rain, or the threat of floods in the lowlands, or the rising prices of seed and fertilizer, or the uncertainties of the markets. On the most perfect of days, my mother would quietly say to me, ‘Don’t worry. ‘The man will find something to worry about’ (p 1).

The paragraph above shows that to be a farmer is not the best choice because they always worry about the condition of the crop and all influenced factors toward the crops. This is why he decides that in the future he does not want to be a farmer. In the reality, a young boy in Luke’s age usually does not realize about his family condition especially about his environment. In that age, a young boy only plays and does not think about the money. When another person asks him about his future job, he always says that he will be a baseball player as he grows older.
'Eli worries about everything,’ she said
‘He’s a farmer
‘Are you going to be a farmer?
‘No ma’am. A baseball player.’
‘For the Cardinals?’
‘Of course. ’ (p 6)

Luke as a smart boy can be seen not only from the conversation but also from another characters’ point of view. It can be considered as speech. From the conversation between Luke and Tally, It is known that Luke already has a future plan for himself. Tally is one of the workers from hill. She comes to the Black Oak to be a worker to take the crops. Tally asks to Luke where he will stay in the future. Luke says that he does not want to live in Black Oak forever because he wants to be a baseball player. Tally says that he is a smart boy because he knows that a farmer is not a good job.

‘Where you gonna live?’
‘St. Louise.’
‘Why St Louise?’
‘That where the Cardinals play.’
‘And you’re gonna be a Cardinal?’
‘Sure am.’
‘You’re smart boy, Luke. Only a fool would wanna pick cotton for the rest of his life. Me, I wanna go up north, too, up where it’s cool and there’s lots of snow’ (p 193).

In the previous chapter, the writer has already stated about the author can reveal characters’ personality. The author can reveal characters’ personality through another character, for example, when one character says his/her opinion about another character. The example above shows another character gives opinion about Luke. Luke is a smart boy because he does not want to pick cotton for the rest of his life. He knows exactly that picking cotton does not make him rich. Luke decides that he wants to be a baseball player in the town.
There is another reason why Luke does not want to be a farmer. The reason is that Luke’s family does not own land. They rent the land from Mr. Vogel. Actually before Eli, Luke’s grandfather, can buy only a house and 3 acres of land around the house but they need more land in order to get more money. That is the reason why they still rent the land from Mr. Vogel. Luke knows exactly about his father’s dreams that is to own 40 acres of his own land.

My father’s goal was to own forty acres of land. The renters, like us, try to break even. The sharecroppers had it the worst and were doomed to eternal poverty (p 26).

Luke’s father wants to buy more land to increase their income. Luke knows that the more land they have the bigger income they can get. Actually Luke wants to help his father to get more land but in another side Luke’s mother wants to go away from the village. She does not want to be a farmer but she realizes that it needs time to collect the money to go to the town. She always says to Luke that they will leave the Black Oak and live in town. Luke knows that he is good at mathematics and he really wants to be a baseball player.

In fact, the math was so easy you wondered why anyone would want to be a farmer. My mother made sure I understood the numbers. The two of us had already made a secret pact that I would never, under any circumstances, stay on the farm. I would finish all twelve grades and go play for the Cardinals ( p 15). (Speech)

The writer considers Luke as a smart boy. It does not relate with his dream as a baseball player but it is shown when Luke deals with the situation that he is one of the witnesses in a fight. When Luke goes to the town, he sees a fight between The Siscos and Hank. The Siscos is bad family in the Black Oak. The Siscos do not have job and they also do not have land to be planted. Everyday they just drink alcohols and fight
against Mexican workers. Hank is one of the workers in the land of Luke’s family. He is also one of the hill people. Luke sees the fight and at the end of the fight, one of the Siscos dies. No one in black Oak wants to be the witness in the fight. Unfortunately Luke sees the fight and he decides that he does not to be a witness for that action.

At first, I wanted to tell my father about the fight, but I couldn’t do it in front of the Mexican. Then I decided not to be a witness. I wouldn’t tell anybody since there was no way to win. Any involvement with the Siscos would make my life dangerous, and I didn’t want the Spruills to get mad and leave. The picking had hardly begun, and I was already tired of it. And most important, I didn’t want Hank Spruill angry with me or my father or Pappy (p. 95).

Luke insists that he does not want to be a witness. He does not only consider about himself but also his family. Luke is afraid that Hank becomes angry to his Family. Luke is also afraid if Hank does something bad to his family especially his mother. He really loves his mother. He has close relation to his mother.

All the explanations above show that Luke is a smart boy. He is only seven years old but he knows what is best for him. Moreover he decides about his future and that he wants to be a baseball player in city. He also knows that he will get into the trouble if he decides to be a witness in the fight. The writer can find 3 ways of characterizations. They are speech, reaction, and thought.

4.1.2. Being Sensitive

Luke is a sensitive boy. He always feels sad when he sees other people are sick. He always helps other people who are sick because he really pays attention to all people around him. When one of the Mexican workers is sick, he helps his
grandmother to prepare for the treatment. It shows that Luke also pays attention to the person who he does not know.

Grand’s painkillers were worse than any broken bone, and I gave Cowboy a horrified look. He read me perfectly and said, ‘No, no medicine.’ She put ice from the kitchen into a small burlap bag and gently placed it on his swollen ribs. ‘Hold it there,’ she said, putting his left arm over the bag. When the ice touched him, his entire body went rigid, but he relaxed as the numbness set in. Within second, water was running down his skin and dripping onto the porch. He closed his eyes and breathed deeply.

‘Thank you,’ Miguel said.

‘Gracias,’ I said, and Miguel smiled at me (p 165).

As a sensitive boy, he gives attention to all people around him especially when one of the members of the family is sick. He will make sure that the person is in a good condition and does not need any help from him. One day Luke’s mother is sick. She just lies down in her bed. Luke goes to his mother’s bedroom and asks about her condition. Her mother says that she is fine but Luke repeats his question to make sure that she is fine and asks whether she needs help or not.

I sneaked into the house and went to check on my mother. She was lying on her bed, her eyes open. ‘Are you okay, Mom?’ I asked.

‘Yes, of course, Luke. Don’t worry about me.’

She would’ve said that no matter how bad she felt. I leaned on the edge of her bed for a few moments, and when I was already to leave, I said, ‘You’re sure you’re okay?’

She patted my arm and said, ‘I’m fine, Luke’ (p 166).

Luke does not only pay attention to people who are sick but he also thinks about Ricky. Ricky is Luke’s uncle. He teaches everything to Luke for example about baseball and fishing. Ricky always accompanies Luke to play baseball in front of their
house. Ricky is like Luke’s big brother rather than his uncle. They have a special relation. Luke can tell Ricky anything about his dreams, thoughts, and hopes.

He believes that Ricky will not tell anything to the older people in the family. Now Ricky joins in Korea war. Luke misses him very much and he does not want Ricky gets shot in the war. He always prays and writes letter to Ricky. Sometimes he cries because he worries about Ricky. Whenever Luke remembers his uncle, he always cries and feels sad.

‘What if he didn’t come home?’
It was a question I tortured myself with every night. I thought about him dying until I cried. I didn’t want his bed. I didn’t want his room. I wanted Ricky home, so we could run the bases in the front yard and throw the baseball against the barn and fish in the St. Francis. He was really more of a big brother than an uncle (p 65).

Another reason why Luke is considered as a sensitive boy is when Hank mocks about the condition of his family’s plantation. Hank says that Luke does not respect him because he is only one of labors in Luke’s plantation.

‘You got anything to eat, boy?’ Hank suddenly demanded, his liquid eyes flashing at me. For a second I was too surprised to say anything. Mrs. Spruill shook her head and studied the ground.
‘Do you?’ he demanded, shifting his weight so that he faced me squarely.
‘Uh, no,’ I managed to say.
‘You mean “No sir,” don’t you, boy?’ he said angrily.
‘Come on Hank,’ Tally said. The rest of the family seemed to withdraw. All heads were lowered.
‘No sir,’ I said again.
‘No sir what?’ His voice was sharper. It was obvious Hank enjoyed picking fights. They’d probably been through this many times.
‘No sir,’ I said again.
‘Your farm people are uppity, you know that?’ You think you’re better than us hill folk ’cause you have this land and ‘cause you pay us to work it. Ain’t that right, boy?’ (p 73).

‘We got a house nicer than yours, boy. You believe that? ‘A lot nicer.’
‘Quite down, Hank,’ Mrs. Spruill said.
‘It’s bigger, got a long front porch, got a tin roof without tar patches, and you know what else it’s got? You ain’t gonna believe this, boy, but our house’s got paint on it. White paint. You ever see paint, boy?’ (p 74).

At that time Luke just runs away from Hank. He is embarrassed. He does not know what he has to do. He just runs away from Hank and his family. He really hates Hank because he mocks him and his family. He just cries and that he really hates crying.

I was on the verge of tears, so I turned and ran past the trailer and along the field road until I was safely out of his sight. Then I ducked into the cotton and waited for friendly voices. I sat on the hot ground, surrounded by stalks four feet tall, and I cried, something I really hated to do (p75).

The conversation, reaction, and thought that happen in the novel A Painted House show that Luke is a tender boy. He is easily to be sad. He also does not like when people mock about his family condition. It will make Luke cry and feel sad. That is why the writer concludes Luke as a tender boy.

4.1.3. Being Curious

Luke is 7 years old. He is really still young. There are many things that he does not understand. That is why he wants to know more about what happen around him.
The writer considers Luke as a curious boy. He wants to know anything that happens in his life for example when he goes to the town and he sees the fight. Actually he is forbidden to be in that place. His mother always reminds him not to be in that place.

My mother had warned me against watching fights behind the Co-op, but it wasn’t a strict prohibition because I knew she wouldn’t be there. No proper female would dare to caught watching a fight. Dewayne and I snaked our way through the mob, anxious to see some violence (p 87).

As a child he wants to know about the fight and it gets him into the trouble. He does not know the consequences of being in that place.

This was too good to miss. I crawled into the hallway and stopped long enough to make sure all the adults were asleep. Then I crept across the living room, through the front screen door, onto the porch, down the stop, and scooted to the hedgerow on the east side of the property. There was a half-moon and scattered clouds, and after a few minutes of silence stalking I was closed to the road. Mrs. Spruill had joined the discussion. They were arguing about the Sisco beating. Hank was adamant about his innocence. His parents didn’t want him arrested (p 328).

Luke falls in love with Tally regardless to the fact that she is older. Tally only considers Luke as her brother. She does not have any feeling to him. That is why Tally asks Luke to accompany her to the creek. At the creek, Tally asks Luke to look after her. She worries if someone comes to the creek so she needs someone else to warn her. At the beginning, Luke does his job but after some time he feels that no one will come to the creek. He wants to see a woman’s body. Moreover he never sees an adult woman take a bath before so he decides that he wants to see Tally.

Another minute passed, and I began to feel useless. No one knew we were here, so no one would be trying to sneak up on her. How often would I have the chance to see a pretty girl bathing? I could recall no specific prohibition from the church or the Scriptures, though I knew I was wrong. But maybe it wasn’t terribly sinful (p 153).
After that event, they agree that they will not tell to anyone else. They agree that this is their secret. Luke does not want the secret to be revealed because if his parents know about it, they will give him hard punishment. Tally uses the secret as a means to ask to Luke about another secret that he knows. Luke knows that Libby is pregnant. He knows it when Luke and his mother go to Libby’s house. Libby’s mother asks Luke’s mother to help her because Libby is going to give birth. Luke’s mother decides to go home to call Luke’s grandmother because Luke’s grandmother always helps people to give birth. Tally sees when Luke’s family wants to go again to Libby’s house. They drive his car very fast that is why Tally asks Luke about what happens. At the first time Luke does not want to tell what happens because his mother asks her not to tell anyone. Tally promises that she will not tell the secret to anyone and she also confines that they have a secret. Finally he tells the truth to Tally.

“Well, there’s this girl, Libby Latcher, and she’s havin’ a baby. Right now.”
“How old is she?”
“Fifteen.”
“Gosh.”
“And they’re trying to keep it quiet. They wouldn’t call a real doctor ‘couse then everybody would know about it. So they asked Gran to come over nad birth the baby.”
“Why are they keepin’ it quiet?”
“Cause she ain’t married.”
’she ain’t sayin’
‘Nobody knows?’
‘Nobody about Libby.’
‘Do you know her?’ (pp 195-196).

After Libby gives birth, she tells about the father of his baby. The father is Ricky, Luke’s uncle. At first, Luke does not want to accept it. Finally he accepts the fact. Luke also knows about his family conditions. He always tries to listen when older people talk. He is really curious about all things around him.
Grand nodded and I went to the back porch and pushed the screen door so that it would slam. Then I slid back into the darkness to a bench by the kitchen door. From there I could hear everything. They were worried about money. The crop loan would be ‘rolled over’ until next spring, and they would deal with it then. The other farming bills should be delayed, too, though Pappy hated the thought of riding his creditors (p 451).

4.1.4. Being Obedient

He really wants to know what happen in his life because his family sometimes keeps secret from him. Luke’s family thinks that Luke is still a boy who does not need to know about the problems in his family.

‘Did he join the union?’ my father asked.
‘Damned right he did. I got all the boys from here in the union.’
“What’s a union? I asked.
‘Luke, go check on your mother,’ Pappy said.
‘Go on.’

Once again I had asked an innocent question, and because of it, I was banished from the conversation. I left the porch, then raced to the back of the house in hopes of seeing Tally. But she was gone, no doubt down at the creek bathing without her faithful lookout (p 250).

Luke is a curious boy but for certain rules he is very obedient for example when he goes to the town with his grandfather, he will wait until his grandfather nods to him. It means that he is allowed to go to the groceries to buy candy. Usually Luke’s grandfather forbids Luke to go to buy candy.

I waited on the sidewalk until my grandfather nodded in the direction of the store. That was my cue to go inside and purchase a Tootsie Roll, on credit. It only cost a penny, but it was not a foregone conclusion that I would get one every trip to town. Occasionally, he wouldn’t nod, but I would enter the store anyway and loiter around the cash register long enough for Pearl to sneak me one, which always came with strict instructions not to tell my grandfather (p 4).

Luke also picks cotton in the field. Even he is still young, he really wants to help his family to pick the cotton. He starts to work early in the morning until in the
evening. At lunch time he usually eats his lunch very quickly and goes to his room.
After picking the cotton he feels tired and lunch time is the best time for him to take
rest. His family asks him not to take rest in his bed because he is dirty after picking the
cotton. That is why Luke always sleeps on the floor in his bedroom.
I wasn’t allowed to use my bed because I was dirty from the fields, so I
slept on the floor in my bedroom. I was tired and stiff from my labors. I
dreaded the afternoon session because it always seemed longer, and it was
certainly hotter. I drifted away immediately and was even stiffer when I
awoke a half hour later (p 52).

Luke always obeys his mother’s order. He does not want to hurt his mother’s
feeling. It can be seen when Trot, one of the members of the Spruills’ family, is sick
and Luke’s mother asks Luke to take care of Trot. Luke does not want to take care of
Trot because he will not get money if he does not pick the cotton. Finally he obeys his
mother and he takes care of trot.
They, of course, had to pick cotton to earn money to live on. I did not. A
plan had been devised in my absence to require me to sit with Trot while
everybody else worked in the heat for the rest of the afternoon. If Trot
somehow took a turn for the worse, I was supposed to sprint to the lower
forty and fetch the nearest Spruill. I tried to appear unhappy with this
arrangement when my mother explained it to me.
‘What about my Cardinals jacket?’ I asked her with as much concern as I
could muster.
‘There’s plenty of cotton left for you,’ she said. ‘just sit with him this
afternoon. He should be better tomorrow’ (p 53).

The explanations and the examples above show that Luke is an obedient boy.
He always obeys his family rules and all the orders. He never refuses all the orders but
sometimes he does not agree about his family decisions but finally Luke obeys all the
orders and rules in his Family. It shows that he is an obedient boy and he respects older
people.
4.1.5. Hard working

As a boy Luke is a hard worker. He tries hard to get his dream. The writer has already mentioned about Luke’s dream which is a Cardinal jacket. He tries his best to make his dream come true. It means that he is a hard working boy. He does not want to ask his parents to buy a Cardinal jacket for him but he helps his parents pick the cotton and his parents will give him money to buy the jacket.

More field hands meant less cotton for me to pick. For the next month I would go to the fields at sunrise, drape a nine-foot cotton sack over my shoulder, and stare for a moment at an endless row of cotton, the stalks taller than I was, then plunge into them, lost as far as anyone could tell. And I would pick cotton, tearing the fluffy bolls from the stalks at the steady pace, stuffing them into the heavy sack, afraid to look down the row and be reminded of how endless it was, afraid to slow down because someone would notice. My fingers would bleed, my neck would burn, my back would hurt (p 12).


The novel portrays several factors that contribute strong influences toward Luke’s personality. That is why it is necessary to see those influencing factors in the changes of Luke’s personality. Those influencing factors can be drawn into two sections; they are Luke’s life experiences and the society treatments towards Luke. The first section examines Luke’s experiences in harvest seasons. The second section examines the statements and the actions of other characters that influence Luke’s personality changes. This part examines all those possible factors that influence Luke in his personality changes as it is described in the novel.

When the first time Hill people come to the Black Oak, Luke meets a new girl. The girl’s name is Tally. She is one of the hill people who try to find job in Black Oak. As the writer explains in the previous paragraph, hill people are people from Hardy.
This place is in the north of Arkansas. They come to Arkansas as workers and they help the farmers to pick the cotton. The farmers need their help because they cannot pick cotton by themselves because of the weather. If they are late to pick the cotton, the cotton will be wet and they cannot sell it.

Luke really likes this girl. It is like love at the first sight. Her name is Tally, a seventeen-year old girl, who went to Black Oak with her family to be a labor. She is one of the Hill people who work in Chandlers’ field. Luke always looks at her from the first time they meet. He always pays attention to Tally because he never finds a girl like Tally. Luke really falls in love with Tally. He tries to find Tally whenever he has a chance.

‘This is my daughter, Tally,’ he said, pointing. When she looked at me, I could feel my cheeks burning. (pp 32-33)
I wanted to go to the barn and check out the Mexicans. And I wanted to sneak out around front and maybe catch a glimpse of Tally. (p 38)

This is the first time Luke falls in love with a girl. He never finds before a girl like Tally and he cannot forget Tally. The way Tally gave Luke the sweetest smile he ever gets. ‘Tally chewed slowly and stared at me. I studied my feel’ (p 33).

He thought that Tally also falls in love with him but actually she only respects Luke as the grandchild of the Landlord. Tally does not fall in love with Luke but she falls in love with Cowboy. Cowboy is one of the Mexican who always wears a hat like a cowboy. That is why Luke calls him cowboy. Luke knows that there is something happens between Cowboy and Tally. Luke never gets Tally’s sweetest smile but he ever sees Tally giving her sweetest smile to cowboy. It makes Luke does not like cowboy.
Cowboy also falls in love with Tally and they usually agree to meet each other in the cotton field. Luke knows about the secret meeting between Tally and Cowboy. When Luke is in the field he hears something from the stalk of cotton. He is not sure about the voices that he hears. He tries to get closer to the voices that he hears. But he cannot get closer again to the voices because he is afraid that the people will hear him.

Though shaded, I was sweating profusely. My heart was racing, my mouth dry. Tally was hiding deep in the cotton with a man, doing something bad, or if not, then why was she hiding? I wanted to do something to stop them, but I had no right. I was just a little kid, a spy who was trespassing on their business. I thought about retreating but the voices held me (pp 285-286).

At the first time he does not know who the people in the field are. He is very sure that two people in the field do something considered as a sin. After he listens for a while, two people in the field know that someone gets closer to them. They decide to get out and finish what they are doing and go out from the field. Finally Luke finds that the two people are Tally and Cowboy.

Slowly, I stood and peeked through the cotton. To my right, several rows away and already with her back to me, was Tally, her cotton sack strapped over her shoulder and her straw hat cocked to one side, steadily making her way along as if nothing had happened.
And to my left, cutting low through the cotton and escaping like a thief was Cowboy (pp 286-287).

Luke is not sure what happens between Cowboy and Tally. He only knows that Tally gives her sweetest smile to Cowboy when they meet in the field. After that moment, Luke is sure that Cowboy and Tally are falling in love.

Actually before in the cotton field, Luke and Tally have secret. The secret is that Luke sees Tally takes a bath in the creek. It happens when Tally asks Luke to
show the direction to the creek. She is afraid if another person will see her take a bath in the creek.

I climbed down from the elm and sneaked through weeds and brush until I was above the gravel bar, then I slowly crawled through the bushes. She dipped her head under the water, rising out the shampoo, sending the lather away in the slight current. They took and reached for a bar of soap. Her back was to me, and I saw her rear end, all of it. She was wearing nothing, which was exactly what I wore during my weekly baths, and it was what I expected. But confirming it sent a shudder throughout my body. Instinctively, I raised my head, I guess for closer look, then ducked again when I regained my senses (p 154).

Tally asks Luke to warn her if there is another person comes to the creek. But Luke does not do his job. Luke sees Tally when she takes a bath in the creek and Tally knows about it. She says that it becomes their secret and Luke must not tell anyone about it.

She continued, ‘if you’ll go with me to the creek the next time, and be my lookout, then you can do it again.’
‘Do what again?’
‘Watch me.’
‘Okay,’ I said, a little too quickly.
‘But you can’t tell anybody.’
‘I won’t’ (p 156).

These two secrets are and become a part of Luke’s experiences on the harvest season. The biggest secret is when Luke and his family go to the town, Black Oak. His family needs to go to the groceries to buy daily needs. His grandmother and his mother usually spend an hour to buy the daily needs.

It took Grand and my mother an hour to buy five pounds of flour, two pounds of sugar, two pounds of coffee, and a bottle of vinegar, a pound of table salt, and two bars soap (p 85).

They talked about their gardens and the weather and church the next day, and about who was definitely having a baby and who might be. They prattled on about the funeral a here, a revival there, an upcoming wedding (p 85).
When his family is busy with their business, Luke meets his friend Dewayne. They usually go to the Dixie. It is a place for people to buy liquor. They usually go to the Dixie and after that they go to the movies. At that Saturday afternoon, they see a fight behind the Co-op, it happens every Saturday and no one cares about the fight because they consider it as entertainment. Actually Luke should listen his mother to avoid the fight behind the Co-op. Luke knows that it is not good for him to watch the fight there but he always sees the fight because it is interesting.

My mother had warned me against watching fights behind the Co-op, but it wasn’t a strict prohibition because I knew she wouldn’t be there. No proper female would dare to caught watching a fight. Dewayne and I snaked our way through the mob, anxious to see some violence (p 87).

Sisco and one of the Mexican have a fight. Siscos are dirt-poor sharecroppers who live less than a mile from Black Oak. Everyone in Black Oak knows about Siscos and all people there try to avoid Siscos because of their reputation. They are a bad family and only strangers who do not know about the reputation of Siscos will get problems with them.

The Siscos are dirt-poor sharecroppers who lived less than a mile from town. They were always around on Saturday. No one was sure how many kids were in the family, but they could all fight. Their father was drunk who beat them, and their mother had once whipped a fully armed deputy who was trying to arrest her husband. Broke his arm and his nose. The deputy left town in disgrace. The oldest Sisco was in prison for killing a man in Jonesboro (p 89).

They are three Siscos who defeat Doyle, a Mexican. When they try to pick Doyle again Hank Spruill stepps out from the crowd and hits Jerry Sisco hard, causing him down. The other Siscos try to help Jerry. The second fight now is between three Siscos and Hank Spruill. The names of the Sisco are Jerry, Bobby, and Billy. All of them are defeated by Hank. All of them are now on the ground. They stop moving and
groaning but Hank still is not satisfied with that. He finds a broken piece of an old two-by-four and starts to hit the Siscos in their faces until they begin to disperse. All of the mobs walk away from the place but they still hear Hank hits Siscos. Actually one of the men behind Luke and Dewayne warns them not to see the fight but they do not go from the place. Afer they realize the consequence they go from the place.

When we were back on the sidewalk, those of us who’d seen the fight were silent. It was still happening. I wondered if Hank would beat them until they were dead.

Neither Dewayne nor I said a word as we darted through the crowd and ran towards the movie house (p 91).

On Sunday Morning many people go to the town. They go to pray in the church. After the mass, people talk about the fight yesterday. Luke hears that one of the Siscos is dead. Stick Powers, one of Black Oak two deputies, walks over from the street and says hello to pappy and Luke’s father. Stick says that the person who kills one of the Siscos works in Chandlers’ field. Pappy says that there is no fight on Saturday and Stick wants to look around in Luke’s house. Luke knows all about the fight and he decides that he does not want to talk to anyone. He also does not want to be witness. He does not want to be involved with the Sisco and also the Spruill because if the Spruills get mad they can go from the farm. His family still needs them to pick cotton. Luke has one more secret.

At first, I wanted to tell my father about the fight, but I couldn’t do it in front of the Mexicans. Then I decided not to be a witness. I wouldn’t tell anybody since there was no way to win. Any involvement with the Sisco would make my life dangerous, and I didn’t want the Spruills to get mad and leave. The picking had hardly begun, and I was already tired of it. And most important, I didn’t want Hank Spruills angry with me or my father or Pappy (p 95).
The next day, Stick comes to Luke’s field and he wants to meet Hank Spruill. Pappy asks Mr. Spruill to call his son Hank. After Hank comes, Stick asks Hank about the fight but Hank says that he does not kill anybody. He only brakes up the fight. Stick does not believe what Hank says to him. He asks whether Hank has witness that see the fight. Hank says that Luke is one of the people who sees the fight. After hank says that Luke feels guilty for being in that place. Finally he answers all the questions from Stick about the fight. He tells the truth but he does not tell everything. He does not say about how Hank hits all the Siscos even they cannot move again.

It seemed sensible to me that one of them would quickly verify Hank’s version. But nobody moved, nobody spoke. I slipped over a few inches and was directly behind my mother.

Then I heard words that would change my life.with the air perfectly still, Hank said, ‘little Chandler saw it’ (p 117).

One of Luke’s secret is revealed but it makes him to be more careful about the other secrets he has. His mother is very angry toward Luke because he does not tell anything about the fight. She is also mad because she asks Luke not to go behind Co-op because of a fight and it is not good for Luke. She tells that it is bad to keep secret to his family. She says that it is a sin when Luke keeps secret moreover when the secret is very important.

Surprisingly, this satisfied him. After all, I was only seven years old, and had been caught up in a mob of spectators; all watching a horrible brawl unfold behind the Co-op. who could blame me if I wasn’t sure about what happened?

‘Don’t talk to anyone about this, all right? Not a soul. ’

‘Little boys who keep secret from their parents get into big trouble,’ my mother said. ‘You can always tell us’ (p 131).
Actually it is not only Luke who sees the fight but also many people see the fight. Other people do not want to be witness. They do not want to talk to Stick because they do not get into trouble with the Siscos and Hank. They are afraid of them. Luke finds one person who knows about the fight. His name is Jackie, he is Ricky’s friend. Luke knows about it when Luke and his grandfather go to the town because his grandfather’s business and he meets Jackie. Luke and Jackie talk about Ricky. Jackie asks about Ricky’s condition and he also joins in the army and soon he will go to Korea. After talking about Ricky he starts to talk about the fight. He says that he sees Luke and Dewayne Printer in the fight. He says that the boys should not watch the fight. He also says that Luke must not talk that Jackie also sees the fight because he does not want to be witness. There is one more secret that Luke should keep.

‘I saw you with the little Pinter boy. And when that hillbilly picked up that piece of wood, I looked at the two of you and thought to myself, “Those boys don’t need to see this.” And I was right.’ (p 176)

‘I’d skip the fights for a while if I was you. You’re too young.’

‘Don’t worry.’ I looked at the gin and saw Pappy. ‘Here comes Pappy,’ I said.

He dropped the cigarette and stepped on it. ‘Don’t tell anybody what I said, all right?’

‘Sure.’

‘I don’t want to get involve with that Hillibily.’

‘I won’t say a word.’

‘Tell Ricky I said hello. Tell him to hold’em off till I get there.’

‘I will, Jackie.’ He disappeared as quietly as he had come.

More secrets to keep (p 177).

On Sunday when there is no job to do, Luke’s mother asks Luke to help her in the garden. The Chandlers has garden with all the vegetables. They pick some for the Latchers. The Lathercs is a family across the river. They are poor family. Luke is glad because the Latchers are across the river. He does not have to play together with them.

The Latchers were sharecroppers who lived no more than a mile from our house, but they might as well have been in another country. Their run down
The reason why Luke and his Mother go to The Latchers’ house is that Luke’s mother only wants to know about Libby. Libby is the oldest daughter in Latcher family. She is pregnant and no one knows who the father of the baby is. Luke’s mother wants to know about Libby’s condition because she knows that they could not afford for another more child in their house. She knows that they does not have money. Moreover they does not have their own field.

There was a girl in the house. Her name was Libby, age fifteen, the oldest of the brood, and according to the latest rumors in Black Oak, she was pregnant. The father had yet to be named; in fact, the gossip currently held that she was refusing to reveal to anyone, including her parents, the name of the boy who’d gotten her pregnant (p 124).

On the next Sunday Luke and his mother go again to the Latchers and they also bring some vegetables from their garden. After they arrive in the Latchers’ house Luke is surprised because Mrs. Latchers says that Libby is ready to deliver a baby. Luke’s mother is so surprised. She goes into the house and she finds Libby there and she is ready to get the baby. Luke’s mother says that she will be back in half an hour because she needs to prepare and call Luke’s grandmother. They go home as fast as she could. After they arrive in their house Luke’s mother asks Luke to call his father to drive them to Libby’s house. Before they go to Latchers’ house, they prepare all the equipment they need.

want to talk to Tally what happens. After Tally forces Luke and convinces that they have a secret and she never tells it to anyone. It means that Tally could be trusted to keep secret. Luke agrees and starts to tell about Libby.

‘Some sharecroppers just across the river.’
‘Why’d they go over there?’
‘I can’t tell you.’
‘Why not?’
‘Cause it’s a secret.’
‘what kinda secret?’
‘Big one.”
‘Come on, Luke. We already have secrets, don’t we?’
‘I guess.’
‘I haven’t told anybody that you watched me at the creek, have I?’ (p 195).

Tally asks Luke to give direction to the Latchers’ house. At first, Luke does not want to give the direction but he also wants to know how and why a girl can had a baby. He is curious about those matters and then he decides to go there with Tally. Finally they watch and see when Libby delivers her baby. After they finish, they go home. It is almost at midnight and Luke is so tired and he sleeps in the floor. He does that because he does not want to make the dirty. His body is dirty because he walks at night to go to Libby’s House.

4.3. Luke’s Personality Changes

The previous chapter explains that human’s personality is a subject to change, meaning to say that human’s personality is dynamic. Human’s personality is developing through experiences over situations and times. Besides, personality does not always include positive quality. It also includes negative as well as positive qualities. In addition, personality does not only contain admirable traits like affection,
charm, and honesty. Personality is much more complex than the entire admirable traits; it includes negative and positive qualities (Morris, 1990: 450).

This section analyzes the development of Luke’s personalities within his life time considering all the influencing factors as it is revealed by the author. Luke’s personalities develop through his experiences over time and situation. From the novel under discussion, it can be drawn that there are two influencing factors within the development of Luke’s personalities. The first factor is Luke’s life experiences including his family background. The second factor is the society’s treatments toward him.

4.3.1. Being Religious

Luke lives in a village. He is thought to be good and kind person. His family asks him to tell all the secrets which he has. His family emphasizes that it is a sin for a son to keep secrets toward his family. It makes Luke become an honest boy. He never keeps secrets toward his family especially toward his uncle, Ricky. Every time Luke tells the secret he learns something from the secret, for example when he tells about brother Ankers. He says that brother Ankers is a crazy person because he always prays for another person even he does not know about the person. Brother Ankers invites all people in the church to pray for Siscos brothers. One of the Siscos dies when he fights with Hank. Everyone in Black Oak knows that that people is a bad person because he always gets drunk and fights against another person especially new comers.

He tells his secret to his mother. His mother says that it is good if a person prays for another person. Moreover, it is good for a person to pray for bad person because God will make the person become good person.
I seldom understood what Brother Akers was preaching about, and occasionally I’d hear Grand mumble over Sunday dinner that she’d also been hopelessly confused during one of his sermons. Ricky had once told me he thought the old man was half crazy (p105).

Luke’s family is a religious family. They always pray before they eat. Moreover they also go to the church to pray on Sabbath day. These activities become their habits. Every time they want something they ask to God but of course they also do something to get it, for example there was a war in Korea. Luke’s uncle, Ricky, goes to the war. All the members of the family worry about for Ricky’s life. They hope that Ricky in a good condition in Korea.

The explanation above shows that Luke’s family influence Luke’s personality changes. He becomes a religious person. He always goes to the church every Sunday. He tries to understand about the praying. Before Ricky goes to Korea, Luke always talks in the mass but after Ricky goes to the war he realizes that he really wants Ricky in a good condition. He also follows Sunday school.

When Ricky was mentioned in prayer in our church, an uncomfortable event that happened all the time, Mrs. Dockery was quick to jump forward and remind the congregation that she, too, had family in the war. She’d corner grand and would whisper gravely about the burden of waiting for news from the front. Pappy talked to no one about the war, and he had rebuked Mrs. Dockery after one of her early attempts to commiserate with him. As a family, we simply tried to ignore what was happening in Korea, at least in public (p 159).

Black Oak is a small village in Arkansas. The people are very friendly. Even the area is big, every person knows each other because they always meet every time especially when they go to the church. All people know about each person’s personalities. Actually there are many unwritten rules. The rules actually are not
Government’s rules but the rules from their faith, for example the entertainment is sin for them.

The Saturday afternoon movie was a special time for all of us farm kids. We didn’t have televisions, and entertainment was considered sinful. For two hours we were transported from the harshness of life in the cotton patch to a fantasy land where the good guys always won (p 92).

Another example is that in Sabbath day they must not work in the field because in Sabbath day they must go to the church. All the people there also know that have a baby without knowing the name of the father also sin especially they do not marry.

‘Everybody’ll agree not to talk about the baby, and to keep Ricky’s name out of it.’
‘That includes you, Luke,’ My mother said. ’This is a dark secret.’
‘I ain’t tellin’ no body,’ I said, with convection. The thought of folks knowing that Chandlers and the Latchers were somehow related horrified me (p 215).

4.3.2. Eager to Learn

Luke as one of the family members always hears about the discussion of weather and crops. His family always thinks about what will happen with their crops, for example there is too much sun, or too much rain, or the threat of floods in the lowlands, or the rising prices of seed and fertilizer.

The circumstances lead Luke to be a good farmer. He appreciates his family especially his grandfather and his dad. Both of them are Luke’s heroes in the family. Luke will feel bad if he cannot stand in the field to pick the cotton from morning until afternoon. When Luke’s father was in Luke’s age, he could pick cotton from morning until afternoon. He remembers his father’s story about his childhood. When Luke’s father, Jesse, was a boy, he could pick more than 100 pound in a day. Luke is amazed because he cannot do the same thing. He tries to take cotton as much as his father did
but still he cannot get it. It also changes Luke to be a tough boy. He does not want to complaint about his day of picking the cotton and sickness especially in front of his grand father and his father. It makes him become strong and tough.


Ten days of hard labor, and I’d have enough money to purchase the jacket. I was certain nothing like it had ever been seen in Black Oak (p 48-49) Two important things motivated me to work. First, and the most important, I had my father on one side and my grandfather on the other. Neither tolerated laziness. They had worked the fields they were children, and I would certainly do the same. Second, I got paid for picking, same as the other field hands. A dollar-sixty for hundred pounds. And I had big plans for the money (p 46).

It makes Luke becomes a hard worker. His family actually can afford the jacket for Luke but they do not want to do that. They want Luke learn that he can get what he wants through work hard.

The explanation above shows that there is one personality changes in Luke. He knows that if he wants something in this world he should have effort to get it. He really wants Cardinal jacket. In order to get Cardinal jacket he works hard. He picks the cotton everyday and collects the money to buy Cardinal jacket.

One day Luke’s uncle comes to Black Oak. His name is Jimmy Dale. Jimmy and his wife come to the Black Oak by riding a car. The car is the newest car at that time. Everyone looks at the car and thinks that that it is the nicest car they have ever looked. Luke knows that the car is very expensive and he also knows that that he can not buy the car if he only works as a farmer. It leads him to have conversation with his
uncle and Jimmy’s wife. Unfortunately Luke’s mother asks him to go to accompany Jimmy’s wife to the bathroom. He really upsets what Jimmy’s wife says

‘Can you read?’
‘Yes ma’am.’
‘Are you going to finish high school?’
‘Sure am.’
‘Did your father?’
‘He did.’
‘And your grandfather.’
‘I didn’t think so. Does anybody go to college around here?’
‘Not yet.’
“What does that mean?’
‘My mother says I’m going to college.’
‘I doubt it. How can you afford college?’
‘My mother says I’m going’.‘
‘You’ll grow up to be just another poor cotton farmer, like your father and grandfather ’You don’t know that,’ I said. She shook her head in total frustration.
‘I’ve had two years of college,’ she said very proudly (pp 253-255).

As a polite boy he answers the questions respectfully. But the conversation makes Luke gets angry. Stacy underestimates Luke’s life. She mocks about Luke’s family condition. She says that Luke’s family does not have a television which everybody should have. Luke does something tricky to Stacy as a result of her opinion for mocking Luke’s family. It also influences on Luke’s personality because he realizes that his family only earns little money from the crop. It happens because there are so many factors that influence harvest, for example the weather, the price of seed, the price of fertilizer and etc. He realizes that if he was a farmer he will not get a lot of money. He has a dream to be a baseball player so he can play baseball and also earn money from it. He knows that he must work hard to be a baseball player. That is why he always practices baseball and he hears baseball game on the radio.

I was content simply to listen, to close my eyes and try to picture Sportsman’s park in St. Louis, a magnificent stadium where thirty thousand
people could gathered to watch Stand Musial and the Cardinals. Pappy had been there, and during the season I made him describe the place to me at least once a week (p 60)

Having a high education is good for every people in this world. It also happens in Black Oak. Even Luke’s parents only work as farmers, they want Luke to be educated person. They know that work as farmer is not the only choice in this world especially when they know that in city they can get big salary. It happens when Luke’s uncle came in Black Oak. That is why Luke’s parents sent Luke to the school.

When Luke’s uncle, Jesse, comes to Black Oak, Jesse’s wife says about her life especially in education. She says that almost all people in the town go to school. He also knows that there are good deeds and bad deeds. He realizes it and also remembers about the lesson that he gets from school and Sunday school.

4.3.3. Easily threatened by others

In the harvest time, Luke has many experiences and these experiences become his secrets. He swears that he will not tell to his parents even he knows that keeping secret from his parents is a sin. There is one person who knows all about his secrets. Her name is Tally. She is one of Hill people who works in Luke’s field. Luke makes one mistake to Tally. The mistake is that he sees Tally when she takes bath in the creek.

I climbed down from the elm and sneaked through weeds and brush until I was above the gravel bar, then I slowly crawled through the bushes. She dipped her head under the water, rising out the shampoo, sending the lather away in the slight current. Them she took and reached for a bar of soap. Her back was to me, and I saw her rear end, all of it. She was wearing nothing, which was exactly what I wore during my weekly baths, and it was what I expected. But confirming it sent a shudder throughout my body.
Instinctively, I raised my head, I guess for closer look, then ducked again when I regained my senses. (p 154)

Luke’s mother, Kathleen, always says that Luke should tell everything to his parents. Keeping secrets from his parents is a sin. This is one of the rules in their faith. The writer has already mentioned before that Luke’s family is religious family. As a religious family they always go to the church every Sunday. They also pray every time they eat. Luke knows what he does is not good for him. He considers about his family because he knows the consequences when he tells or reveals the secrets to his family. It shows that he becomes a mature boy. He always thinks first before he does something. It happens because he does many things which he considers as bad decisions for example when he sees a fight behind Co-op. Co-op is a place for man to talk about their crop and what they have done during a week. Luke knows that his parents have strict prohibition for him not to go behind Co-op because there must be fight there. After the event he always thinks first before he does something. It makes him become mature person.

He also likes their food especially Mexican food because he never tastes spicy food before. The first time he ate Mexican food was when Juan gave to him in the previous harvest. However at this harvest he can not taste the Mexican food. He does not like New Mexican people especially Cowboy. Luke does not like Cowboy because Cowboy has felling to Tally. Not only Cowboy who has felling to Tally but also Tally has felling to Cowboy. Luke also saw Cowboy killed Hank. Cowboy knows that Luke saw when he killed hank. Cowboy threat Luke not to tell what happened to anyone. If Luke tells about what happened cowboy will kill Luke’s mother.
When it was apparent I could not utter a word, he took the tip of the blade and tapped my forehead. “you speak one word about tonight,’ he said slowly, his eyes doing more talking than his mouth, ‘and I will kill your mother. Understand?’ (p 335).

After the event he becomes closed person. He does not want to talk to anyone because he is really afraid. Moreover cowboy is always surrounding him. One day Cowboy and Tally run away from Black Oak by staling Luke’s car. He is really confused whether he likes it or not. In one side he is really glad that Cowboy goes from Black Oak but in another side he does not want Tally go away from him. Finally he tells everything to his parents.

4.3.4. Understanding Good and Bad

Luke’s experiences make him knows that there is two groups of people in this world which are good and bad person. He really had good time on the previous harvest. It happens because all the labors were nice to him. Moreover he misses all the labors because they are Luke’s friends.

The crop fails so they have to move to the town he finally knows that this is the way for him to forget his bad experiences in the last harvest. Moreover this is also good idea for him to go to town because he can reach his dream as a baseball player.
CHAPTER 5
CONCLUSIONS AND SUGGESTIONS

This chapter includes two parts, namely conclusions and suggestions. The conclusions examine the answers of formulated problems based on the analysis. The suggestions contain two sections. The first section is the suggestion to the future researchers of the literary works, especially those who concern with John Grisham’s literary works. The second is the suggestion to use literary works, especially the novel, in English teaching learning process.

5.1. Conclusions

There are three points that can be presented in the conclusions. These points are considered to be core of this study. The first is the personality of Luke Chandler. The writer uses the theory of character and characterization by Murphy. By using Murphy’s ways of characterizing, the writer found six ways of characterizing in the novel. They are speech, past life, conversation, reactions, though, mannerism. First, Luke is a smart boy. He knows what is good for his future and he is able to take a decision in facing the problem. Second, He is also a sensible person because he has awareness to help his family. Moreover, Luke is a tender boy. He loves and cares about his family and anything that makes him sad or humiliated will make him cry. His behaviors show that he is a curious and obedient boy. The last is that he is not religious person.

The second is about the Luke’s experiences and society treatment that influence Luke’s personality changes. These factors are the reasons why Luke’s personality
changes. Luke has many experiences especially when he has to keep secrets. Luke does not want to tell the secrets to his family because he loves and cares his family. Luke has 6 secrets. First, Luke hears that there are 2 people in the cotton field and he thinks that they do something sinful. Second, Luke sees Tally in the creek while she takes bath. Third, Luke sees a fight when he goes to town and he is the only witness who is pointed by Hank. Fourth, Luke knows that he is not the only person who sees the fight. One of Ricky’s friends, Jackie, also sees the fight but he asks Luke not to tell it to anyone. Fifth, Luke knows that Libby is pregnant and the father of her baby is Luke’s Uncle, Ricky. Sixth, Luke also knows that Cowboy kills Hank when Hank wants to go from Black Oak. Cowboy threatens Luke not to talk someone else and if he tells about the murder, Cowboy will kill Luke’s mother. All the secrets are the reason why Luke changes his personality because he is afraid of hurting his parents’ feeling. The society treatments also change Luke’s personality because he lives in puritan environment. This society makes people do their activity based on Bible. Luke is taught to obey all rules in the Bible.

Third is about the changes in Luke’s personality. There are 4 changes in Luke’s personality. First, Luke lives in a puritan environment. Luke has to be careful if he does something because it could be considered as a sin and the consequences will be hard punishment. It makes him to be a religious person. Second, he wants to learn something new. It can be seen that he wants to study in town in order to get new knowledge and get better life. Third, he is easily threatened by others. Especially if the threaten relates to his family. He really loves his family. Fourth, he knows about good and bad.
5.2. Suggestions

In this part, there are two parts of discussion. The first part presents the suggestions for the future researchers. The second part states the suggestions for teaching learning by using literary works, especially novels.

5.2.1. Suggestions for future Researchers.

A Painted House portrays life experiences of a family. The conflicts and incidents give the reader some messages about child development, human relationship, and religion. Therefore, after reading the novel, the readers can get beneficial values from it.

As this study uses psychological approach to analyze the description of Luke’s family and their influences on Luke’s maturity, future researchers can use another approach to analyze other aspects of the novel. The story of the novel is inspired by the writer’s childhood in rural Arkansas. Therefore the writer suggests for the future researchers to analyze the relation of the writer’s personal life to the story of the novel by using the biographical approach.

Another interesting aspect in this novel is about the ten Mexican workers who are treated improperly by some of the society. Here, the future researchers can analyze aspect of racism at that time using socio-cultural historical approach. Moreover, each of the characters has their own qualities that represent their existence and function in the story. As well the character of Luke, the writer also finds another interesting character that might be good to be analyzed, that is, Kathleen Chandler or mother. Her personality is interesting to be analyzed.
5.2.2. Suggestions for Teaching English Using Literature

A literary work, in this matter a novel, does not only give pleasure and enjoyment to its readers, but also the moral teaching which the novel has. Moreover, it is also a source of knowledge. Therefore, teachers may use it as a material for teaching learning process. Although the text that is used and students’ responses will be discussed in the literary terms, the basic intention is to teach the language.

Implementing literature in teaching English is quite necessary because the students can enrich their vocabulary and language skills; i.e. listening, speaking, reading, and writing. It can be used to reach the goal in teaching English, which is the language mastery.

Furthermore, teachers must not only help to develop individuals’ personality and intellectual potentials, but also their capacity to be more responsible for their own development.

5.2.2.1. Teaching Writing

Writing is the way people can express their opinions, feelings, and points of view. It is more difficult than the other language skills. Writing needs more effort to produce meaning than to identify meaning through listening or reading because what can be told can not be expressed easily and quickly in writing. The students have to follow the conventions of the spelling and punctuation that will make their compositions understandable for others.

Kabilan (2000) explains that to become proficient in a language, the students should not only learn about the language but also use it. Writing is considered one aspect for students to learn a language, while the application of their learning is
through speaking. Furthermore, Kabilan explains that using a life situation into a problem-solving situation is a way to utilize this principle. Therefore a novel can be used since it is a reflection of human life.

In writing activity, the students are also exploring, observing, imagining, and listening to their experiences and knowledge. Then, they categorize, compare, analyze, and compose their opinion and ideas into written form. Thus, it is a must for the students to apply their imagination and literary abilities in interpreting the novel and pouring them out on the paper. Anyway, reading skill and writing skill support each other. It is because the processes closely connected and reflect the organization of the ideas in the minds of the readers. Some students find that writing task is a difficult and boring activity. So, the purpose of this writing activity is to stimulate the students’ creativity in giving opinions, in making suggestions, and in exploring ideas.

There are many ways to teach writing using this novel. Descriptive writing is a way in which the students are to describe about: a person, a place, an event, and a concept, while in narrative writing the students are asked to write about series of events according to the novel. Another way is argumentative writing in which the students are to state their opinion or explanation about certain aspects in the novel. Finally, in the writing the students can use their imagination to write about the continuity of the stories in the novel. Those types of writing can be assigned to university students in their writing class, especially for the students who are in the English Department. Below are the procedures of teaching learning writing:

1. The teacher chooses the model paragraphs from the novel.
2. The teacher classifies the paragraph in the novel according to the types of writing.

3. The teacher gives a brief explanation about the types of writing to the students.

4. The teacher asks the students to write a free writing about other versions of the continuity of the story, based on their creativities and imagination, in groups.

5. The example of the material for teaching writing can be seen in appendix 6.

5.2.2.2. Teaching Reading.

Prose II is one of the subjects that uses novel as the object of the study. This subject is referred to the students of the 4th Semester of English Language Education study program. The goal of this subject is that the students are able to appreciate novels and put forward their own opinions concerning with the content of the novels. They can analyze the theme, characters, setting, plot or other psychological and moral values of the novel.

The novel *A Painted House* can be used as the material for teaching learning activities. These activities are to exploit reading materials in the classroom, namely pre-reading activity, while-reading activity, and post-reading activity. The pre-reading activity is to help the students with the cultural background, if any, to stimulate the students’ interest in the story and teach them vocabulary. The while-reading activity is to help the students to understand the literature elements such as plot, setting, characters, and others and to help the students with the language style. The post-
reading activity is to help the students to make interpretation of the text, to understand
narrative points of view, and to follow up their writing activity.

The following are the procedures that should be followed by the teacher and the
students in order to achieve the goals of learning in teaching and learning activities:

1. The teacher asks the students to copy and to read the novel and be ready for
   the weekly quizzes.

2. The teacher selects some important parts of the novel.

3. The teacher gives a brief explanation about the novel and the copy given.

4. The teacher gives questions about the novel.

5. The teacher asks the students to discuss the answers in groups.

6. The teacher asks the students to present their discussion in front the class.

The example of material for teaching prose can be seen in Appendix 7.
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(Accessed on May 3, 2005)

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< http://product.half.ebay.com/A-Painted-House_W0QQprZ1904585QQtgZinfo
Appendix 1

Summary of *A Painted House*

There is a 7 year-old-boy who lived in Black Oak, small town in Arkansas. His name is Luke Chandler. He is a student in elementary school in that town. He lives with his parents and also with his grandfather and grandmother. Black Oak is a small town which most of the people work as farmers. Most topics that people discusses about the weather and crops. They also still hold their faith and follow all rules in the bible. It means that all the activities are based on the bible; one of the examples is that they considered entertainment as sin.

Luke Chandler is also from a religious family. He is also a religious person. Every Sunday he goes to the church and prayed with his family. In early September is a perfect time for all farmers to pick their crops. The plants in Black Oak are cotton. One thing that Luke should know about cotton is that the crops could not wait for long time and they must be picked as soon as possible. That is the reason why all farmers need labors to pick their crops. People who help the farmers come from outside of the town. They are from Mexico and also from the hill. People in Black Oak called people from hill as Hill people. Mexican and Hill people are paid every weekend. Luke’s family also needs them to pick the cotton.

On weekend, Luke family goes to the town to buy their daily needs. Mexican and Hill people also go to the town because they need to buy food. As usual, Luke goes behind bar in that town. There are always people who fight behind that place. At that time, Hank involves in that fight and he kills one of his rivals. Luke becomes one of the witnesses in that fight. Next day, the sheriff of Black Oak comes to Luke’s house to find Hank. Hank says that it is an accident because there is more than one person who tries to hit Hank. At the first time Luke’s family does not know that Luke sees the fight but Hank says that Luke knows what happens at that day. Hank asks Luke to be his witness. After that event there are many secrets that Luke hides from his family. One of the biggest secrets is when Hunk is killed by Cowboy, one of the Mexican workers.

The crops go bad. Luke’s father wants to move to the town. He asks Luke and his mother to come with him. At that time Luke tells all about his secrets to his parents and they say it would be fine. They only say that he should tell all his secrets immediately so his parents know how to handle the problems.
Appendix 2

BIOGRAPHY OF JOHN GRISHAM

John Grisham was born in Jonesboro, Arkansas, on February 8, 1955. He stays in Southaven, Mississippi, in 1967. He received an undergraduate degree in accounting from Mississippi State University in 1977 and then attended law school at the University of Mississippi, where he earned a law degree in 1981. That same year, he married Renee Jones. He established a law practice, where he practiced both criminal and civil law. In 1983, he was elected to the Mississippi House of Representatives. In 1989 he published his first novel, *A Time to Kill*. The book received some good reviews but sold only moderately well. His next book, however, would be a different story. Completed in 1988, *The Firm* would be his break-out hit. In 1990, before the novel was published, Paramount Pictures purchased the film rights for $600,000. That same year, he resigned from the House of Representatives and bought a farm near Oxford, Mississippi.

Since then, Grisham has gone on to be recognized as one of the world's bestselling novelists. In addition to *A Time to Kill* and *The Firm*, his titles include *The Pelican Brief, The Client, The Chamber*, and *The Rainmaker*, each of which has been scripted into immensely successful film versions. His most recent novels are *The Partner* (1997), *The Street Lawyer* (1998), *The Testament* (1999), and *The Brethren* (2000).

In August 1994, he expanded his list of job titles to include publisher as well, when he rescued *The Oxford American*, a struggling magazine based in the town of its
title, from financial destitution. In 2000, Grisham published *A Painted House* serially in the magazine. The novel, set in 1952 Arkansas, is, as Grisham readily admits, a departure from his usual style of novel. In a letter to readers, he writes, “*A Painted House* is not a legal thriller. In fact, there is not a single lawyer, dead or alive, in this story. There are no judges, trials, courtrooms, conspiracies or social issues.” The novel was published as a single volume edition in 2001. Other departures from his legal thrillers include *Skipping Christmas* (2001), which was adapted into the motion picture *Christmas with the Kranks* (2004), and *Bleachers* (2004), a semi-autobiographical book about high school football.

In the spring of 2001, it was reported that Grisham had written the screenplay for the film *Mickey*, about the world of Little League baseball. Grisham also is serving as producer for the movie, which is being directed by Hugh Wilson and stars Harry Connick, Jr.

Grisham continues to write legal thrillers, the most recent of which are *The Summons* (2002), *The King of Torts* (2003), *The Last Juror* (2004), and most recently, *The Broker* (2005). He divides his time between a home in Virginia and Mississippi.

Sources:

Appendix 3

THE WORKS OF JOHN GRISHAM

NOVELS


Media Adaptations

Motion Pictures:
- **Christmas with the Kranks.** Dir. Joe Roth. Skipping Christmas Productions, 1492 Pictures, and Revolution Studios, 2004. Based on the novel *Skipping Christmas*.

**Television Shows:**

- **The Client.** 1995-96. Based on the novel and movie.

Sources:

Appendix 4

LESSON PLAN WRITING

| Activities   | Teacher Activities                                                                 | Student Activities                                                                 | Source  
|--------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------
| a. Greeting  | Teacher greets the students.                                                        | Students reply the teacher’s greeting.                                               | Appendix 1  
| b. Introduction | Teacher provides an introduction by asking the students some questions and/or information about the novel *A Painted House*, such as: What do you think about the story? What is interesting about the story? | Students pay attention to the teacher and responds to the questions given.        |         
| c. Practice  | Teacher hands out sample material 1 (appendix 6) Teacher asks the students to write the answers of the questions from the material | Students receive the material and read it for a while Students write their answers individually | Appendix 6  

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<tr>
<td><strong>d. Production</strong></td>
<td>answers</td>
<td>Teacher concludes the lesson by providing a deduction from the students’ answers.</td>
</tr>
<tr>
<td><strong>e. Reinforcements</strong></td>
<td></td>
<td>Students pay attention to the teachers and actively respond for any unclear answer</td>
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**Evaluation**: Question and answer, presentation

Appendix 5

LESSON PLAN READING

Topic : Reading Novel
Subject : Extensive Reading
Grade : 4th Semester
Time : 90 minutes

Standard Competency : Students are able to answer the question and deliberate their answers.

Basic Competencies
1. Students are able to answer the questions correctly.
2. Students are able to deliberate their answer.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Greeting</td>
<td>Teacher greets the students.</td>
<td>Students reply the teacher’s greeting.</td>
<td></td>
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<tr>
<td>b. Introduction</td>
<td>Teacher makes an introduction of the topic given. The introduction may in form of statements or questions.</td>
<td>Students pay attention to the teacher and responds to the questions given.</td>
<td>Appendix 1</td>
</tr>
<tr>
<td>c. Repetition</td>
<td>Teacher reminds the material given in the previous meeting (the summary of <em>A Painted House</em> (appendix 1)) and allows the students to ask if any</td>
<td>Students pay attention to the teacher’s explanation and ask some question if any</td>
<td></td>
</tr>
<tr>
<td>d. Production</td>
<td>Teacher asks the students to answer the questions given. Teacher precedes the material (appendix 1)</td>
<td>Students answer the questions</td>
<td>Appendix 7</td>
</tr>
<tr>
<td>e. Assignment</td>
<td>Teacher asks several groups to present their writings while asking the other students to ask questions if necessary.</td>
<td>The certain groups present their writing and respond to any questions from other students.</td>
<td>Appendix 1</td>
</tr>
</tbody>
</table>

Evaluation : Question and answer, presentation
Appendix 6

Sample material 1

If you were Luke Chandler, what would you do after you know some secrets? Please note that your writing must not more than 1500 word!
Appendix 7
Sample material 2

Reading questions (individual work)

Answer the questions below precisely!

1. Describe at least three characteristics of Luke Chandler that you can find from A Painted House! Explain each by providing example!
2. Do you think that it was important for Luke Chandler to report to his family about the secrets? Explain your answer!
3. What do you think about the situation in Black Oak?
4. Is Luke’s family a good family? Explain each by providing the example!
5. Do you think that Luke Chandler is not brave enough? Why?
6. Do you think that moving to the town is the best way to solve all the problems?
7. What is actually the message or moral value that Grisham wanted to convey to the readers from the novel A Painted House? Why do you think so?