THE MEANING OF HANNA’S DECISION TO COMMIT SUICIDE
AS REFLECTED IN BERNHARD SCHLINK’S THE READER

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfilment of the Requirements to Obtain the SarjanaPendidikanDegree in English Language Education

By
Thomas Damian Wali
Student Number: 071 214 113

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2012
THE MEANING OF HANNA’S DECISION TO COMMIT SUICIDE AS REFLECTED IN BERNHARD SCHLINK’S THE READER

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfilment of the Requirements to Obtain the SarjanaPendidikanDegree in English Language Education

By
Thomas Damian Wali
Student Number: 071 214 113

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2012
A Sarjana Pendidikan Thesis on

THE MEANING OF HANNA’S DECISION
TO COMMIT SUICIDE
AS REFLECTED IN BERNHARD SCHLINK’S THE READER

By
Thomas Damian Wali
Student Number: 07 1214 113

Approved by
Dr. Antonius Heruiyanto, M. A.

February 22, 2012
A Sarjana Pendidikan Thesis on

THE MEANING OF HANNA'S DECISION TO COMMIT SUICIDE AS REFLECTED IN BERNHARD SCHLINK'S THE READER

By

Thomas Damian Wali
Student Number: 07 1214 113

Defended before the Broad Examiners on March 9, 2012 and Declared Acceptable

Board of Examiners

Chairperson : C. Tutyandari, S. Pd., M. Pd.
Secretary : Drs. Barli Bram, M. Ed., Ph. D.
Member : Dr. Antonius Herujiyanto, M. A.
Member : V. Triprihatmimi, S. Pd., M. Hum., M. A.
Member : C. Tutyandari, S. Pd., M. Pd.

Yogyakarta, March 9, 2012
Faculty of Teachers Training and Education
Sanata Dharma University
B. Rohandi, Ph. D.
STATEMENT OF WORKS ORIGINALITY

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

Yogyakarta, February 22, 2012
The Writer

Thomas Damian Wali
07 1214 113
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIC

Yang bertanda tangan di bawah ini, saya mahasiswa Sanata Dharma:

Nama: Thomas Damian Wali
Nomor Mahasiswa: 07 1214 113

Demi kepentingan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

THE MEANING OF HANNA’S DECISION TO COMMIT SUICIDE AS REFLECTED IN BERNHARD SCHLINK’S THE READER

Beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada Perpustakaan Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikannya secara terbatas, dan mempublikasikannya di internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalty kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 22 Februari 2012
Yang menyatakan

(Thomas Damian Wali)
This work is dedicated to:
- God Almighty
- My dad & mom
- My families & friends
- People who are precious for me
- Those who live under pressure with their own talent.....

I don't wanna be someone who walks away so easily
I am here to stay and make the difference that I can make
Our differences they do a lot to teach us how to use
The tools and gifts we got, we got a lot at stake
And in the end, you're still my friend at least we did intend
For us to work we didn't break, we didn't burn
We had to learn how to bend without the world caving in
I had to learn what I've got and what I'm not
And who I am..........

(Jason Mraz – I won't give up)
ABSTRACT


Deciding to commit suicide is a part of human destiny. A person who decides to commit suicide definitely has his or her own reason and it remains some meaningful messages. In Bernhard Schlink’s novel, *The Reader*, Hanna represents a person who decides to commit suicide as the result of the self-oriented motivation in her life.

This study is aimed at look into one’s decision to commit suicide as seen in Hanna. There are two problems to answer in this study. The first problem is characterization of the character Hanna in the novel. The second problem is the meanings of Hanna’s decision to commit suicide.

The method applied in this study is library research. The data are Bernhard Schlink’s novel, *The Reader* and other sources which are closely related to the study. In order to achieve the goal of the study there are theories used; they are theory of character and characterization, theory of psychoanalytical psychology and theory of motivation. The approach that is used in this study is psychological approach.

The study finds that the decision to commit suicide is the result of Hanna’s self-oriented motivation. It is reflected in Hanna’s character traits, personality and motivation in life. Hanna is a beautiful middle-age woman aged 36 who is illiterate and uneducated but powerful in fighting the life. She is caring and willing to help others despite the fact that she is an egoistic and narrow-minded person. She likes to be dominant and superior on others. Her ability to listen with her heart and mind lead her creating the opportunity latter as to be able to read and write. She is also a faithful lover through her never ending love to Michael. Thus, that loved becomes as a sacrifice when Hanna finds the hopelessness of her love and to commit suicide is the only choice. In her journey, Hanna’s focuses is on her expectation, believes and self needs. The life is only for her desire and derives and she loves to live in her own circle than moves and combines with other’s views. It shows that Hanna’s trait, personality and motivation are directed to the personal needs as an individual that ruling over the physical and social view. The decision to commit suicide is the result of Hanna’s self-oriented traits, personality and motivation in her life.

It is suggested that future researchers conduct studies in interpersonal conflict of the main character “Michael” of the novel Bernhard Schlink’s *The Reader*; as for English lecturers at English Education Study Program it is recommended that they use the novel as the material to teach Prose II.

Keywords: meaning, characteristic, personality, motivation.
ABSTRAK


Tujuan yang dibahas dalam skripsi ini adalah mendalami keputusan seseorang yang memutuskan untuk bunuh diri seperti terlihat dalam Hanna. Ada dua permasalahan yang diangkat: pertama, penjabaran karakter Hanna dalam novel dan kedua, arti/maksud dari keputusan Hanna untuk bunuh diri.


Saya menyarankan kepada peneliti dimasa mendatang untuk menganalisa tentang konflik internal dari tokoh utama “Michael” dalam novel Bernhard Schlink’s *The Reader*; juga bagi para dosen di Program Pendidikan Bahasa Inggris untuk menggunakan novel ini sebagai materi dalam pengajaran Prose II.

Kata Kunci: arti/maksud, sifat/karakteristik, kepribadian, motivasi.
ACKNOWLEDGMENTS

I praise The Almighty God, Jesus Christ and Mother Merry as I have finished my undergraduate thesis. I thank for the endless blessings and wonderful things that I have in my life. This is just one of thousands love that God has filled in my life and I cannot repay those graces except always doing my best.

A lot of people have supported me in my study in this university and I would like to thank them. I would like to express my gratitude and appreciation to my major sponsor, Dr. Antonius Herujiyanto, M.A., for his time, guidance, assistance, and advice in completing this thesis. My special dedication also goes to Sister Margaret, for her help in the grammar correction. I admit that my grammar is terrible. I will never be able to finish this thesis without her help.

I would like to express my gratitude to all of my lecturers and staff for their aids during my study in this university. It was special that I have ever learned in Sanata Dharma University especially in English Education Study Program.

I would like to express my graceful gratitude to my beloved parents Nikolaus Waso and Wilhelmina Bu’e for their love, prayer and motivation so I could finish my thesis. I also send my love for my brothers, sisters, cousins, nephews, uncles and aunts (I personally make an apology that I could not mention your names individually but I always remember you in my heart) for their love that motivates me much. I also want to express my special gratitude to Om John Tua Deru who has guided me at the first time I came to Jogja and started studying in this University.

I address my deepest thanks to all of my friends Yohan, Herson, Patris, Marno, Eko, Recoba, Ryan, Lui, Henink, Chatrin, Lala, Seto, Florent and Popon for their support during the difficult times in finishing this thesis, and to all of my friends of PBI ‘07 for being nice friends during the wonderful time studying in PBI. I also want to say thanks to my boarding mates (Mas Sur, Mas Den, Difho-Indry, Eross, Chimenk, Chefry, Elfrid, Poconk, Jhofer, Nofer, Tian and Mas Krisna) for their support, friendship and togetherness. I thank you very much for all the wonderful things we have made and passed.
I also say thanks to my great friends “Angkatan Intan” Seminari St. John Berkhmans Mataloko 2005, KBNY, Keluarga Golewa Jogja, and Perseftim Jogja for coloring my life.

Last but not least, I would like to thank those whose name I cannot mention one by one for their support and help. May Lord always be with us.

Thomas Damian Wali
TABLE OF CONTENTS

Page

TITILE PAGE................................................................. i
APPROVAL PAGE......................................................... ii
STATEMENT OF ORIGINALITY........................................ iv
PERNYATAAN PERSETUJUAN PUBLIKASI............................... v
DEDICATION PAGE....................................................... vi
ABSTRACT........................................................................ vii
ABSTRAK........................................................................ viii
ACKNOWLEDGMENTS ....................................................... ix
TABLE OF CONTENTS.................................................... xi
LIST OF APPENDICES..................................................... xiii

CHAPTER I. INTRODUCTION
1.1 Background of the Study ........................................ 1
1.2 Aim of the Study .................................................. 5
1.3 Problem of Study .................................................. 5
1.4 Definition of Terms............................................... 5

CHAPTER II. REVIEW OF RELATED LITERATURE
2.1 Review of Related Theories....................................... 8
2.1.1 Theory of Character and Characterization .............. 8
2.1.2 Theory of Psychoanalytical Psychology ................. 11
2.1.3 Theory of Motivation ........................................ 14
2.2 Theoretical Framework ........................................ 22
2.3 Context of the Novel ............................................ 23
CHAPTER III. METHODOLOGY

3.1 Object of the Study ................................................................. 24
3.2 Approach of the Study .......................................................... 25
3.3 Method of the Study .............................................................. 26

CHAPTER IV. ANALYSIS

4.1 Hanna’s character as the picture of an illiterate woman ............... 28
4.2 The meaning of Hanna’s decision to commit suicide .................... 44
   4.2.1 The surface meaning of Hanna’s decision to commit suicide ....
   ............................................................................................................... 44
   4.2.2 The Deeper meaning of Hanna’s decision to commit suicide ....
   ............................................................................................................... 51

CHAPTER V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions .............................................................................. 61
5.2 Suggestions .............................................................................. 63
   5.2.1 Suggestion for Further Researcher ........................................... 63
   5.2.2 Suggestion for English Teaching Learning Activities ............ 64

BIBLIOGRAPHY ........................................................................... 65
LIST OF APPENDICES

APPENDIX 1: The summary of The Reader ........................................................ 68
APPENDIX 2: Auto Biography of Bernhard Schlink .......................................... 71
APPENDIX 3: Syllabus of Prose II ...................................................................... 73
APPENDIX 4: Lesson Plan .................................................................................. 75
APPENDIX 5: Material ........................................................................................ 78
CHAPTER I

INTRODUCTION

This chapter is divided into four parts. This introduction chapter starts with the background of study, which discusses the reason for choosing this topic. The second part in this chapter is the problem formulation that contains two questions that I wish to answer through the study of Bernard Schlink’s novel *The Reader*. The third part is the aim of the study that contains the purpose of writing this thesis. The fourth part is the definition of terms. This part deals briefly with the explanation of the terms used in this study.

1.1 Background of the Study

How life is going to be is a kind of a personal right. Each person has a right to choose his own tracks and aim of life. We have no right in challenging a person to make any decisions in his life. Each person must have some reasons as he decides to do this or that whether it is right or wrong. The reason a person chooses is definitely unpredictable and possibly remains a deepest secret. Sometimes it cannot be easily known by others and even in some cases the person himself finds it hard to know the reason for his attitude or decision. The reasons may lay deep inside his life and sometimes it is necessary to look into his whole life to find out the exact reason for his decisions.

The journey of life may contribute to the major influences for a person’s decision to do something. A person’s behavior in his childhood will have an effect
on his future life. How a person does his life in relation with himself and others will give the person his own image. The person’s image which is built on the reason for his decision for doing something in the way he figures out his destiny. Actually, the image of someone has been created since the early stage of life as Frieda Fordham said in her book *An Introduction to Jung’s Psychology*, “All the things that have happened in the childhood time; all the disagreeable or inferior tendencies have been pushed into the background and forgotten, yet live on in the adult” (1956: 47). The image of childhood will never disappear as a person grows older and older. Thus, a person’s destiny may have been shaped in his childhood and will always accompany him along his life. The changes may happen in the time a person grows but it only makes the picture of his life more clearly as seen by others.

The journeys and histories of a person’s life are really important to look into the reasons for someone choosing to do something. The journeys of life are colorful; there is happiness, sadness, satisfied, dissatisfied etc which adorns a person’s life. How difficult or easy it is going to be in finding someone’s reason to figure out his destiny will depend on our understanding about a person’s life history. How we try to reflect everything that revolves in someone’s life in detail toward the decision he takes.

The decision that someone takes must be initiated from his or her purpose of life. What is a purpose he or she wants to reach? What is a great dream he or she wants to have in life? A person’s desire which was grown since childhood that creates a person’s own image that will always accompany along his or her life. A
person’s desire builds up his or her way as a person believes that through that way a dream will be achieved. Through a great desire it becomes such motivation and purpose of life. The forces acting on or within an organism to initiate and direct behavior called Motivation (Worchel and Shebilske: 1981). Motivation is the direct behavior and forward acting that a person takes to reach out his dreams and desires. For example; a person wants to be great in reading and writing so the forward acting that he must take is always to learn how to be a good reader and writer in his life. He tries to read everything and write anything that supports his great dream. Within a great dream a person has, can lead him or her to a deep motivation and effort.

The purpose of life, the motivation and the decision a person owns in life is such a food chain that have to be fulfilled. What is the purpose of a person life? What is the motivation that lies deep inside someone? Why does a person decide to take this or that way? Because of that, those three important points are important to be analyzed as to find out the reason behinds a person’s scene of life.

The issues above are also seen in the Bernhard Schlink’s *The Reader*. Bernhard Schlink in his novel *The Reader* shows a portrait of what seems to be Hanna’s destiny within the final decision to commit suicide. The major character, Hanna, in his novel portrays those issues. She is a beautiful middle-age woman who decides to commit suicide at the end of her life. Hanna’s decision to commit suicide becomes her destiny as the final decision to find the meaning of life. Hanna is an illiterate woman who lives in restrictiveness. Actually, Hanna’s life is just like any other women in her age. Because of her weaknesses, Hanna becomes
really protective with her life even with the person who has an intimate relationship with her. Hanna’s life is just like a form of escapee from her weaknesses. She never wants others to know about her illiterate condition and she always wants to be perfect. Hanna finds any possible way to have inside her weaknesses although it may hurt her and others. As other women of her age, Hanna is falling in love and has an intimate relationship with a man. Her choices and heart guide her to love an eighteen-year old boy named Michael and it comes like a backstreet relationship. Hanna wants everything perfect in her life; her performances, her jobs, her relationships, and her loves. She always has high expectations toward her life.

Beyond her high expectations Hanna doesn’t realize that it may hurt and harm herself. Her expectation plays over her capability and condition. She always finds any possible way to live up to her expectations and dreams. And her final way is her decision to commit suicide. Commit suicide is her happiness and destiny. There are messages and reasons behind her decision to commit suicide. Commit suicide is totally harmful and breaks the law of nature.

The focus of the study is on the journey of Hanna as one of the main character’s in the Bernhard Schlink’s novel *The Reader*. How is Hanna described in the novel through her journeys and histories of life? How does Hanna’s relationship with Michael influence her life and final decision? How does Hanna decide to commit suicide as the lie undiscovered reasons and motivations in her life? The study will help people to understand about the issues in Hanna’s life in finding the meaning behind the decision to commit suicide.
1.2 Aim of the Study

The objective of this study is to look into one’s decision to commit suicide as reflected in Hanna, one of the characters of Bernhard Schlink’s *The Reader*.

1.3 Problem of the Study

The problem of this study can be formulated as follows:

1. How is Hanna described in the novel?
2. What are the meanings of Hanna’s decision to commit suicide?

1.4 Definition of Terms

1. Character

According to Abrams in his book *A Glossary of Literary Terms* defines:

"Characters are the persons presented in a dramatic or narrative work, which is interpreted by the reader as being endowed by the moral and disposed qualities that are expressed in what they say ‘the dialogue’ and by what they do ‘the action’ (1981: 20).

Abrams said that the representatives of characters are the human beings. These characters inherit human characters. They are presented through their speech and action in the story, not just depending on the narration of the author. According to Hornby’s *Oxford Advance Learner’s Dicitionary of Current English*, “a character is all the qualities and features that make a person, groups of people, and place different from others” (2000: 196).
2. Illiteracy

According to Tonya Hilukka, “Illiteracy is being not able to read or write. Illiteracy is about dependence and helplessness in their everyday activities” (2009:1). It is clearly defined by Hilukka that illiteracy is the fact that someone cannot read or write. They never learned how to read or write and they really are ashamed of themselves toward this fact. They don’t want others to know about their handicap and they will try to hide it as long as they can from other people. Being illiterate is a kind of struggle, how they pretend to be able to read and write in spite of the fact that they can do nothing.

According to Stephanie S. Miller in her graduate thesis “Sharing Ideas with Illiterate Woman: a Challenge for Print Feminist” proves,

“Most statistics show that illiteracy is in fact: gendered problems, two thirds of the 750 million non literate adults in the world are woman. Those who are professionally involved in feminist literacy theory and training (a growing discipline) recognize how poverty, violence against woman, and child bearing are central to illiteracy as cause and effect” (1992: 1).

Women are the biggest portion of the population in the world that is experiencing illiterate problems. It is caused by so many facts of gender problems that are involved in the case of being illiterate. In accordance with one of the characters in the novel, that is Hanna, a middle aged woman who is illiterate, the theories have proved in much the same direction.

3. Suicide

Suicide is the act of intentionally destroying oneself or a violent self-inflicted destructive action resulting in death. The decision to commit suicide is
almost always a combination of a wish to live and a wish to die. According to Emille Durkheim (Smith, 1983: 129), there are four categories of suicide. The first, egoistic suicide, happens when a person no longer finds a basic for existence in life. The second, altruistic suicide, happens when suicide is considered heroic. The third is anomic suicide, happens when there is a great change in the person’s family and social relationships. The person is not ready to live with the change. The fourth is fatalistic suicide, occurs among prisoners, slaves, or others in situations of excessive regulation.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of three parts. The first part deals with review of related theories, which consist of theory of literature dealing with character and characterization, theory of psychoanalytical psychology and theory of motivation. These theories are expected to be able to answer the problems in Bernard’s Novel towards the reason of Hanna as the woman character who commits suicide. The second part deals with theoretical framework. The theoretical framework states the theories that I used to analyze Bernhard’s novel “The Reader”. In this part, the theories and reviews will be synthesized so as to make them operationally applicable to the problems. The third part deals with the context of the novel. The historical approach when the novel was written by Bernhard Schlink.

2.1 Review of Related Theories

2.1.1 Theory of Character and Characterization

Character is one of the main factors that build the literature work. It is important to understand about the character so as to have a deeper meaning towards a literature work. Thus, it is significant to clarify about the character and characterization as it is used to help to describe the characteristics of the character in the literary work. That is why the theory of character and characterization is important in this study.
Abrams in his book defines characters are persons presented in a dramatic or narrative work interpreted by the reader as being endowed by the moral and disposed qualities that are expressed in what they say (the dialogue) and what they do (the action). Character is all about the quality of human traits.

The characters in the dramatic or narrative work are varying, based on their position in the story. Ian Milligan in his book The Novel in English; says, “Two kinds of characters found in a story namely major and secondary characters. Based on the rule in a story the major characters are those who appear more often than the other characters in the story, while the secondary characters are those who appear less often in the story” (1983: 155).

Moreover, E. M. Foster written in his book Aspect of the Novel (1927) quoted by Abrams in A Glossary of Literary Terms (1981: 20). Foster divides the character into two namely flat and round characters. “The flat character is characterized by one or two traits; can be summed up in a sentence, the rounded character is complex and many sides; he might require an essay for full analysis. The round character is capable to surprise the reader.”

In dramatic or narrative work, characterization is “the way in which an author defines or describes the character or the way a writer makes a character” (Hornby, 2000: 196). According to Mery Rohrberger and Samuel H. Woods Jr. in Reading and Writing about Literature, there are two ways of characterizations. The first is by direct means. It is used to describe the character’s physical appearance and intellectual, moral and the degree of sensitivity. The second way
is by the dramatic means used to put the character in situation to show the character through the character’s way of behaving and speaking (1971: 20).

Generally, when we read a novel, the author does not clearly define the description of characters. Because of that, we have to look into the description of the characters like what Murphy says in his book entitled *Understanding Unseen: an Introduction to English Poetry and the English Novels for Overseas Students* “There are nine ways of how an author may reveal the characters’ personalities and traits to the readers” (1972: 276).

1. Personal description
The author describes the characters’ appearance and clothes directly. These help the readers to visualize the character and understand the physical characteristic.

2. Characters as seen by another
The author uses other characters’ eyes and opinions to describe a character.

3. Speech
What a character says can give the readers some clues to his/her character.

4. Past lives
The author gives clue to character past events that help the reader to shape his/her character. This can be done by author’s direct comment, through the person’s thought, through his conversation or through the medium of another person.

5. Conversation of others
The conversation of other people and the things they say about a character can be a clue to the persons’ characteristics.
6. Reactions
The author helps the reader to recognize a person’s character by describing how that person reacts to various situations and events.

7. Direct comment
The author gives a comment to persons’ characteristics directly.

8. Thoughts
The author can give his readers a direct knowledge of what a person is thinking about. The authors can tell the readers what different people are thinking.

9. Mannerism
The author can tell the readers about the characters’ characteristics from the characters’ mannerisms, habits, and idiosyncrasies.

2.1.2 Theory of Psychoanalytical Psychology
Elisabeth B. Hurlock (1974; 19-20), in *Personality Development*, says that human life consists of two aspects: individual and social aspects. The individual aspect concerns with the physical changes and individual’s personality development. Individual’s personality development is usually influenced by two factors, which are individual’s early experience within his family and the important events that happened outside the home or the social aspect. Huffman, M. Vernoy and J. Vernoy, in their book *Psychology in Action* define Personality as “an individual’s unique and relatively stable pattern of thoughts, feelings, and actions that defines you as a person: how you are different from other people (2000: 464).
Moreover, Worchel and Shebilske in their book *Psychology: Principles and applications* define personality “as the unique set of behaviours (including thoughts and emotions) and enduring qualities that influence the way a person adjusts to his or her environment. Personality is seen as influencing, guiding, and motivating behaviour.” (1989: 461). Personality is what someone really is toward his or her own life want to be. Personality is what makes people unique and causes them to act or see situations different from anyone else.

One of the psychologists that define this theory is Sigmund Freud with his Psychoanalytic theory; the structure of personality:

Freud believed that the individual’s personality is the scene of a never-ending battle: On one hand there are primitive and unacceptable drives striving for expression, while on the other hand there are forces trying to deny or disguise these impulses. Freud not only viewed the personality as a battlefield, but he also identified the participants in this battle: the id, the ego, and the superego” (Worchel and Shebilske, 1989: 471).

Sigmund Freud defines about these three elements of personality, known as the id, the ego and the superego that are working together to create complex human behaviors.

1. The Id.

Id operates at the unconscious level of our personality. Each of us has a savage quality at the root of our personality. According to Freud, people are born with two instinctual drives that serve as the basic motivation for all behavior. One called *Eros*, is the drive for survival. Included in this drive are the needs to eat and drink, to be warm, and above all to engage in sexual activity. The energy force that propels the person to satisfy these drives is called libido. The second innate drive, *Thanatos*, is a destructive drive. The aim is to destroy others, but there is
also a self-destructive aspect to it. In fact, Freud took the grim position that “the aim of all life is death.” This self-destructive impulse is seen not only in suicide, but in the harmful excesses in which so many people engage, such as drinking alcohol, smoking, and overacting. It is the unconscious desire for self-destruction. The id, like savage, wants to satisfy these primitive drives in the most direct and immediate way. It is not concerned with logic, reality, or manners. It functions on pleasure principle, which dictates the immediate satisfaction of drives.

2. The Ego.

The ego is the person’s view of physical and social reality. It tries to satisfy the id impulses by taking into account the possibilities of reward and punishment that exist in a situation. In other words, it works on the reality principle. Although each of us may have the primitive desires, it is clear that we could not function long in our social world if we gave free expression to the savage within ourselves. For example, suppose you are very thirsty and see a nice cold beer in a restaurant. Your Id impulses would tell you to grab the beer and drink it. The Ego, however, would calculate the possible result of this action; the worst thing may be happened. Thus, the Ego would direct you to order and pay for your own beer.

3. The Superego.

We can view the Id as operating on the signal “I want it now.” The Ego answers this demand by saying “Let’s be realistic and get it in a way that won’t cause trouble.” These two forces, however, must also lead with the Superego, which says, ‘Think. Is it right to want it?’ The Superego represents our
conscience. It includes the moral values of right and wrong that are largely instilled in us by our parents. The Superego makes us feel guilty when we have done the wrong thing. As you might imagine, people who are dominated by the Superego will be very uptight and self-conscious; they must constantly ask themselves, “is it right to feel or act this way?” It is also the superego that motivates us to better ourselves and to live up to our ideals.

2.1.3 Theory of Motivation

Herbert L. Petrl defines motivation in his book *Motivation: Theory and Research* “is the concept we use when we describe the forces acting on or within an organism to initiate and direct behavior” (1981: 1). Stephen Worcel and Shebilske in *Psychology: Principles and Applications* state that motivation is concerned with how and why people behave as they do what energizes and directs the behavior. There are two kinds of motives; first, *primary motives*, which concern our biological needs (hunger, thirsty, the need of air and sexual desire). Second, *social motives*, which come from learning and social interaction (needs for affiliation, aggression, and achievement) (1989: 374).

Huffman, M. Vernoy, and J. Vernoy (2000: 401) state that there are two kinds of motivation that affect achievement. Those two motivations are intrinsic and extrinsic motivation. First, *Intrinsic motivation* refers to a desire to exhibit an action for our own sake. It comes from someone’s enjoyment or pleasure and gives his heart reward, his satisfaction in doing something. Second, *Extrinsic motivation* refers to a desire to exhibit an action because of the external reward
and avoidance of punishment. It comes from reward which will be benefit for someone but there is no enjoyment and gives no satisfaction.

Furthermore, Abraham Maslow has also developed a motivational theory that emphasizes the starving to reach one’s full potential as basic to human motivation. “Maslow believed that is any comprehensive theory of human motivation must take into account the individual as whole” (Aiken, General Psychology: a survey, 1969: 301). Aiken also provides Maslow’s theory of motivation which generally known as Maslow’s hierarchy of needs. One could partially satisfy lower needs, thus allowing higher needs to become partially active. One’s behavior largely affected by his or her needs which has been satisfied or not for one’s life (1969: 302-305).

**Maslow's Hierarchy of Needs**

- **Physiological Needs**: The basic needs such as air, sexual desire, hunger, and thirst. Physiological needs are obvious—they are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to function.
Safety needs. With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. These needs have to do with people's yearning for a predictable orderly world in which perceived unfairness and inconsistency are under control, the familiar frequent and the unfamiliar rare. In the world of work, this safety needs manifest themselves in such things as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations, and the like. Safety and Security needs include: Personal security, financial security, Health and well-being and Safety net against accidents/illness and their adverse impacts.

Love and belonging. After physiological and safety needs are fulfilled, the third layer of human needs is social and involves feelings of belongingness. This aspect of Maslow's hierarchy involves emotionally based relationships in general, such as: Friendship, Intimacy and Family. Humans need to feel a sense of belonging and acceptance, whether it comes from a large social group, such as clubs, office culture, religious groups, professional organizations, sports teams, gangs, or small social connections (family members, intimate partners, mentors, close colleagues, confidants). They need to love and be loved (sexually and non-sexually) by others. In the absence of these elements, many people become susceptible to loneliness, social anxiety, and clinical depression. This need for belonging can often overcome the physiological and security needs, depending on the strength of the peer pressure; an anorexic, for example, may ignore the need to eat and the security of health for a feeling of control and belonging.
Esteem. All humans have a need to be respected and to have self-esteem and self-respect. Also known as the love need, esteem presents the normal human desire to be accepted and valued by others. People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel accepted and self-valued, be it in a profession or hobby. Imbalances at this level can result in low self-esteem or an inferiority complex. People with low self-esteem need respect from others. They may seek fame or glory, which again depends on others. Note, however, that many people with low self-esteem will not be able to improve their view of themselves simply by receiving fame, respect, and glory externally, but must first accept themselves internally. Psychological imbalances such as depression can also prevent one from obtaining self-esteem on both levels. Most people have a need for a stable self-respect and self-esteem. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, recognition, fame, prestige, and attention. The higher one is the need for self-respect, the need for strength, competence, mastery, self-confidence, independence and freedom. The latter one ranks higher because it rests more on inner competence won through experience. Deprivation of these needs can lead to an inferiority complex, weakness and helplessness.

Self-actualization. This level of need pertains to what a person's full potential is and realizing that potential. When one has satisfied the first four levels of need, the final level of development, which is self-actualization terms, can be reached. What a man can be, he must be. This forms the basis of the perceived
need for self-actualization. Maslow describes this desire as the desire to become more and more what one is, to become everything that one is capable of becoming. This is a broad definition of the need for self-actualization, but when applied to individuals the need is specific. For example one individual may have the strong desire to become an ideal parent, in another it may be expressed athletically, and in another it may be expressed in painting, pictures, or inventions.

As mentioned before, in order to reach a clear understanding of this level of need one must first not only achieve the previous needs, physiological, safety, love, and esteem, but master these needs.

Motivation is also closely related to human emotion. Motivation is the forces acting that arouses or directs human behavior and behavior affects by human emotions. Thus, what is affecting the human’s behavior not only the motivations but also the emotions. What is making someone decide to do this or that is also affected by the internal emotion that rule over his or her life. Stephen Worchel and Shebilske in their book *Psychology: Principles and Applications* define “the emotions are affective states (feelings) accompanied by physiological changes that often influence behavior” (1989: 417). There are two specific emotions which are fear and love; fear is considered to be negative, whereas love is viewed as positive emotion (Worchel and Shebilske, 1989: 435).

1. **Fear and anxiety.**

   “Fear is the emotional state that results when we interpret events as potentially harmful or threatening to the self; it most commonly involves the anticipation of physical harm, loss, rejection, or failure. Anxiety is a very close
cousin of fear although it is somewhat more commonly experienced and often lasts longer than fear” (Worchel and Shebilske 1989: 436). The relationship is when the anxiety feelings affect our emotion it will lead into a very great fearful thing. Fear is important in our lives; it leads us to avoid objects and situation that are dangerous and it also strengthens social bonds. Fear influences our perceptions, our performance, and our social behavior which also can be destructive when we are consumed by it and are unable to direct our behavior to deal with the object of our fear. A negative aspect of anxiety that leads to symptoms such as insomnia, depression, inactivity, forgetfulness, and dread.

Daniel Goleman in his book Emotional Intelligent defines that “one of the emotional inheritance evolution is fear” (1995: 5). Human beings can be derived from the fear feelings along his life. Goleman adds that human has two kinds of intelligences which are emotional intelligence and rational intelligence. These two kinds of intelligence are interrelated that keep our lives in balance. The emotional intelligent will give the information to our rational intelligent as the rational intelligent will make the decision. Sometimes, these two kinds of intelligence are not work to keep the balance. Whenever our desire comes up hardly hit our emotions it will break the balances. At that time our emotional intelligence will have the power in making the decision. This is what people sometimes choose and decide to do the wrong things in life. This condition sometimes is affected by our fearful feelings as the inheritance evolution (1995: 11).
2. Love.

Love is an abstract idea that comes along human’s life. Because of that, it is rather difficult to define about love, because there are so many types of love. Based on the Worchel and Shebilske (1989: 439) “Love involves various components including intimacy, passion, and commitment. There are many types of love including romantic love, mature love, and the love between parents and children.”

Sternberg (1986; 119-135) came up with a Triangular Theory of Love. The underlying idea of this theory is that love can be dissected into three main parts: intimacy, passion and decision/commitment.

a. Intimacy

This encompasses feelings of closeness, connectedness, and boundedness. With passion, there is the initial infatuation, the strong emotions, and the attraction. It involves a high level of trust between two individuals.

b. Passion

This encompasses drives that lead to romance, physical attraction, and sexual consummation. With intimacy, the lovers become closer, inter-dependant, and psychologically their self-concepts begin to overlap.

c. Commitment

This encompasses, in the short term, the decision to remain with another, and in the long term, the shared achievements and plans made with that other. Commitment is the most volitional of the three, the decision to take steps to maintain the love and the relationship.
There are seven forms of love according to Sternberg (1987: 341):

a. Liking/friendship: It is characterized true friendships, in which a person feels a bond, warmth, and closeness with another but not passion or long-term commitment.

b. Infatuated love: It is pure passion.

c. Empty love: It is characterized by commitment without intimacy or passion.

d. Romantic love: It bonds individuals emotionally through intimacy and physically through passionate arousal, but neither is sustained without commitment.

e. Companionate love: It is an intimate, non-passionate type of love that is stronger than friendship because of the element of long-term commitment. The love ideally shared between family members is a form of companionate love, as is the love between close friends who have a platonic but strong friendship.

f. Fatuous love: Its commitment is motivated largely by passion without the stabilizing influence of intimacy.

g. Consummate love: It is the complete form of love. Consummate love is theorized to be that love associated with the “perfect couple”.

Each type of love has different mixtures of these components. According to Brickman, 1987 which is quoted by Worchel and Shebilske define that “another component of love that is often overlooked is sacrifice” (1989: 438). Love grows out of a sense of sacrifice; the sacrifice may involve time, material goods, or the forsaking of others for the object of our love.
2.2 Theoretical Framework

In analyzing Bernhard Schlink’s novel *The Reader*, I used three theories. The theories that will be used are theory of character and characterization, theory of psychoanalytical psychology and theory of motivation.

Theory of character and characterization is the explanation about the development of character. Theory of character and characterization will be used to answer the first problem formulation, in which the writer will give a clear description about Hanna’s character in Schlink’s novel *The Reader*. I use Murphy’s nine ways of how an author reveal the character personalities and traits to the reader.

In order to answer the second problem formulation, the writer will use theory of Psychoanalytical psychology and theory of motivation. These theories are used to analyze how Hanna decides to commit suicide. It will get into deep understanding about Hanna’s journey until she decides to end her life. The theories are chosen in order to analyze the character and the relationship with the psychology of human development.

2.3 Context of the Novel

The novel was written by the author Bernhard Schlink. The setting of the novel was in Germany. The social condition in Schlink’s *The Reader* was set in the time of post-war Germany. Bernhard Schlink was Born in Germany in 1944. He is a professor of law at the University of Berlin and a former judge. His
previous novels include *Flights of Love, Homecoming* and several prize-winning crime novels.

In his novel *The Reader*, Bernhard offers the opportunity for readers to connect personally with two everyday people affected by the tragedy of the Holocaust. Michael’s thoughtful and insightful reflections reveal that the sinister influence of concentration camps such as Auschwitz extends beyond the brutal treatment of the Jewish prisoners. Hanna’s weaknesses and illiteracy reflection reveal the weak people who tried to escape from the brutal treatment of Nazi’s time.
CHAPTER III

METHODOLOGY

This chapter consists of three parts. The first part is the Object of the study, which concerns the subject of this literary study. This part I discuss about Bernhard Schlink’s novel *The Reader*. In the second part, I discuss The Approach of the study. The third part is The Method of the study. In this part I discuss all the processes that I have taken from the beginning until the end in analyzing Bernhard Schlink’s novel *The Reader*.

3.1 Object of the study

The object of the study is Bernhard Schlink’s *The Reader*. This book is an English version published by Vintage International in New York, from German original version *Der Vorleser* that was published in Germany in 1995. The novel consists of 218 pages of three parts; first part consists of 17 chapters and second part consists of 17 chapters and third part consists of 12 chapters. It deals with the difficulties which subsequent generations have in comprehending the Holocaust; specifically, whether a sense of its origins and magnitude can be adequately conveyed solely through written and oral media. This question is increasingly at the center of Holocaust literature in the late 20th and early 21st century, as the victims and witnesses of the Holocaust die and its living memory begins to fade. In this novel Schlink’s draws the line between the characters in the story toward the situation in Germany at that time. Schlink’s tries to make a link between the
novel and the Nazi’s situation in German, through a very romantic, love and struggle story. Hanna plays an important role in which she tries to escape from her incapability of being illiterate to reach her best life. Struggle and love of a middle-aged woman named Hanna Schmitz who is searching for meaning in her life. In the story, Hanna is a secondary character who is being retold by the main character, Michael Berg the 18 year old boy. Nevertheless, Hanna is an example of a rounded character that plays big parts in the story.

3.2 Approach of the study

R. A. Kasschau (1995) in *Understanding Psychology*, psychology is “a scientific study of behavior and mental process” (p. 7). Those are obviously quite broad and imprecise. Indeed, psychology is usually classified as both biological and social science. When applied to humans, psychology covers everything that people think, feel, and do. It is about humans’ soul, mind, self, and personality. Here, psychology differs in how much importance to place on specific types of behavior. Therefore, many different approaches are necessary to understand the complex richness of human behavior. Most people like to understand other people by spending time to observe them and form a conclusion about people from daily interaction.

In this study, the approach that I applied is the psychological approach. Specially, the study refers to Rohrberger and Woods (1971) *Reading and Writing about Literature* that states, “Psychology approaches locate and demonstrate the psychological phenomena in the story of human life. The critics who apply this...
approach to analyze literary work using psychological theories to explain and understand human’s life, motivation, personality, and behavior written in the literary object” (p. 12). It means that the character in the novel, Hanna, reveals the psychology theories of understanding about humans’ life, motivation, personality, and behavior written in the novel *The Reader*.

Hanna’s psychological condition is examined through the interpretation of her thoughts, behaviors and feelings that is described implicitly and explicitly in the novel. Through the interpretation of Hanna’s character, personality, motivation, and emotions it is known that Hanna has the reason for her suicide decisions and it remains the meaningful messages behind.

3.3 Method of the study

In order to reach the objectives of the study, the study used library research to collect the sources. These two kinds of sources used are the primary and secondary sources. The primary data was Bernhard Schlink’s novel entitled *The Reader*. The secondary data were some related books and internet on theories and reviews that closed related to the study; *Understanding Unseen: Introduction in English Poetry and the English Novel for Overseas Students* by M. J. Murphy, *Psychology: Principles and applications* by Worcnel and Shibelski, *Motivation: Theory and Research* by Herbert L. Petrl, *General Psychology* by Aiken, and *Emotional Intelligent* by Daniel Goleman.

In analyzing this novel, there are four steps that were applied respectively. The first step was having a thorough reading of the novel and watching the movie
for several times, in order to have a better understanding of the story and the subject that is going to be analyzed. It is helped in marking the main points of the content which was used to find the significant elements.

The second was referring to some references which were related to the studies of *The Reader*. The references were supported by the study in gathering the data linked to the findings.

The third was applying character, characterization and psychological approach to answer the problem formulation. The approach and theories were used to analyze the character and make the analyses based on the two problems formulation.

The last step that had to be done was drawing conclusion based on the result of the analysis. This part contained the statement that is based on the answer to the problems and conclusion to the topic of the study.
CHAPTER IV

ANALYSIS

This chapter consists of two parts. The first part, will discuss about Hanna’s characters. The second part, will discuss about the reason how Hanna as the main character, decides to commit suicide; meanwhile, she has reached the best target of her life. The first and second part is related in which the explanation of Hanna’s character makes it easier to look into the reasons why Hanna commits suicide. Is it a kind of Hanna’s conformity of her life?

4.1 Hanna’s character as the picture of an illiterate woman

In the novel The Reader, the writer Bernhard Schlink does not clearly explain about Hanna’s character. Hanna’s character was explicitly stated by Schlink as Abrams in his book “A Glossary of Literary Terms” defines that characters are the persons presented in a dramatic or narrative work. The reader can interpret through what they say “the dialogue” and what they do “the action” (1981: 20) as to find out the qualities of the character traits in the novel. There are some character traits that may represent Hanna’s characteristics in the novel. To know the characters of Hanna, I will enlist Hanna’s personalities based on Murphy’s nine ways; personal descriptions, character as seen by another, speech, past lives, conversation with others, reactions, direct comment, thoughts, and mannerism to present a character’s characteristics (1972: 276).
4.1.1 Beautiful

Hanna is the second and round characters in the story described by Michael who becomes both as the main character and narrator. Murphy (1972: 276) explains that one of the nine ways to identify a character’s personality is through personal description. Schlink describes Hanna as a middle aged woman around thirty-six years old at the beginning of the story, has a beautiful face and a fine figure. Hanna’s beauty is shown in her physical appearance. She has a womanly face, high forehead, high cheekbones, pale blue eyes, full lips, and square chin. Hanna’s physical appearance and beauty attract Michael Berg; a fifteen year old boy. Michael cannot stop thinking about her in all the way Hanna held, moved, and dressed herself.

“Her shoulder-length, ash-blond hair was fastened with a clip at the back of her neck. Her bare arms were pale. Her face as it was then has been overlaid in my memory by the faces she had later. If I see her in my mind’s eye as she was then, she doesn’t have a face at all, and I have to reconstruct it. High forehead, high cheekbones, pale blue eyes, full lips that formed a perfect curve without any indentation, square chin. A broad- planed, strong, womanly face. I know that I found it beautiful. But I cannot recapture its beauty. I couldn’t take my eyes off her. Her neck and shoulders, her breasts, which the slip veiled rather than concealed, her lips which stretched the slip tight as she dropped her foot on her knee and then set it on the chair, her leg, pale, naked, than shimmering in the silky stocking” (p. 12 - 14).

Another way to identified character’s personality according to Murphy (1972: 276) is through other character’s eyes and opinions. Hanna’s characteristics is seen by Michael as the narrator in the story. Hanna is sexy and very feminine that is different from other women that Michael met in his life.

“Why had I not been able to take my eyes off her? She had a very strong, feminine body; more voluptuous than the girls I liked and watched. I hadn’t been able to take my eyes off her was not just her body, but the way
she held herself and moved. She was slow-flowing, graceful, seductive – a seductiveness that had nothing to do with breasts and hips and legs, but was an invitation to forget the world in the recesses of the body” (p. 15 - 16).

Michael is falling in love with Hanna. Even though, it is prohibited and shameful that he is falling in love with an older woman but cannot put away that special feeling for Hanna.

“The next night I fell in love with her. I could barely sleep, I was yearning for her, I dreamed of her, thought I could feel her until I realized that I was clutching the pillow or the blanket. My mouth hurt for kissing. I kept getting erections, but I didn’t want to masturbate. I wanted to be with her” (p. 27).

4.1.2 Kind and Caring

Murphy (1972: 276) defines that character’s mannerism and speech can reveal the character’s personality and trait. Hanna’s kindness and caring according to her mannerism and speech is shown through her social willingness in helping others. She is willing to help Michael the first time they met even though she wasn’t acquainted with Michael before. She cares about Michael’s condition and health at that time.

“The woman seized my arm and pulsled me through the dark entryway into the courtyard. The woman turned on the tap, washed my hand first, then cupped both of hers and threw water in my face. She asked me where I lived, put the pails down in the entryway, and took me home, walking beside me holding my schoolbag in one hand and my arm in the other” (p. 4 - 5).

Hanna also cares about Michael’s future. She doesn’t want Michael to ignore his study at school when spending time with her than his courses book. She becomes ridiculous when she knew that Michael was cutting classes (p. 35 -36).
“Out. Get out of my bed. And if you don’t want to do you work, don’t come back. Your work is idiotic? Idiotic? You have to go. From tomorrow on I’m working the main shift. I’ll be home at five-thirty and you can come. Provide you work first”

Hanna’s kindness is also seen when she donates all her savings to the survived mother and daughter for a Jewish charity for combating illiteracy before Hanna decides to hang herself. She fights again negative thinking about their indictment which sends her sentences to live in the prison.

"There is still money in the lavender tea tin. Give it to Michael Berg; he should send it, along with the 7.000 marks in the bank, to the daughter who survived the fire in the church with her mother. She should decide what to do with it…….” (p. 207).

4.1.3 Illiterate and uneducated

Characters are seen by others is one of the Murphy’s nine ways to reveal character’s personalities and traits (1972: 276). Hanna is illiterate and uneducated is seen and described by Michael in the novel. Those are reflected in Hanna’s speech, reactions, mannerism and direct comments. Illiterate means could neither read nor write. Hanna could not read anything and she asked Michael’s name even though it is written in the Michael’s schoolbooks.

“Hanna asked me; “What’s your name?” I thought she knew. At that time it was the in thing not to carry your schoolbooks in a bag but under your arm, and when I put them on her kitchen table, my name was on the front. But she hadn’t paid any attention to them” (p. 34).

It is the first incident in which Michael realized that Hanna is illiterate. Another incident that shows her incapability is when Hanna and Michel went on picnic together. Hanna didn’t want to involve herself in the route map that was drawn by Michael. She let Michael decided all the things that they wanted to do in their
picnic time. It is not because she wants Michael to be her guardian, but she
absolutely cannot read the map and she doesn’t want Michael to know that she is
illiterate.

“When I wanted to show her the route I had worked out on the map, she
didn’t want to look, or even hear about it. “I am too excited already. You’ll
have worked it out right anyway, kid”” (p. 53).

The fact that Hanna is illiterate is finally figured out by Michael. Michael
clarified this from the past experiences they were spending together and all the
strange incidents that Hanna did. Michael cannot believe what the stupid and
unpredictable things that Hanna had done along with her illiterate incapability.

How Hanna tries to keep those things secretively (p. 132 - 133).

“How Hanna could neither read nor write. That was why she had had people
read to her. That was why she had let me do all writing and reading….That
was why she had avoided being promoted by the streetcar
company….That was also why she had refused the promotion at Siemens
and become a guard. That was why she admitted writing the report in order
to escape a confrontation with an expert. Was that why? I could
understand that she was ashamed at not being able to read or write, and
would rather drive me away than expose herself. I was no stranger to
shame as the cause of behavior that was deviant or defensive, secretive or
misleading or hurtful.”

Tonya Hilukka defines “Illiteracy is not only being not able to read or
write; illiteracy is about dependence and helplessness in their everyday activities”
(2009:1). Hanna is an illiterate woman and she experienced the fact that she could
not read and write. The fact that she is illiterate has given also some bad effects to
her personalities and characteristics. There are some personalities and
characteristics of Hanna as the effect of being illiterate.
4.1.3.1 Secretive

As Hilluka said; being illiterate is a kind of struggle, how they pretend to be able to read and write in spite of the fact that they can do nothing. Hanna is illiterate and uneducated; on the other side, Hanna doesn’t want others to know that she could not read and write. Because of that she becomes really secretive. She keeps her incapability from others as it is making her sometimes lose thought and seemingly unintelligent. When Hanna was at the court, she made a bad impression. She could neither read nor write, so she knew nothing of the sense of the context, the rules of the court game, of the formulas by which her statements and those of the others were toted up into guilt and innocence, conviction, and acquittal. She makes things worse for herself. “”My handwriting? You want my handwriting...” “I admit I wrote the report”” (p. 129). It is such a ridiculous thing that Hanna had done as to keep her secret.

She admits to all the questions seriously and cannot differ from it as the important questions for the court points.

“They reacted with sighs of disappointment and stared in amazement at Hanna, who had more or less won the exchange. But she herself was lost in thought. “So should I have...should I have not...should I not have signed up at Siemens?” It was not a question directed at the judge. She was talking out loud to herself, hesitantly, because she had not yet asked herself that question and did not know whether it was right one, or what the answer was” (p.112).

4.1.3.2 Lonely and dependent

Illiteracy is about dependence and helplessness in everyday activities. Hanna is illiterate, thus, the impact of her incapability is on the loneliness and dependence feelings. She has no family and lives like a lone wolf. She has
experienced the loneliness and dependence since she was young as she could not earn her own living.

“She had grown up in a German community in Rumania, then come to Berlin at the age of sixteen, taken a job at the Siemens factory, and ended up in the army at twenty-one. Since the end of the war, she had done all manner of jobs to get by. She had been a streetcar conductor for several years. She had no family. She was thirty-six. She told me all this as if it were not her life but somebody else’s, someone she didn’t know well and who wasn’t important to her” (p. 39).

Hanna always tries to keep secret all about her life. When Michael asked about her parents and families, she always finds a way to ignore it, and it often flows in that way. “The things you ask, kid!” (p. 39). Hanna loneliness as she lives alone no friends, no partners, no parents, or families in her daily life. She just involves her life with her works and duties. Therefore, when she meets Michael, she looks upset on the outside but inside her heart is filled with joy. As an adult woman, she needs love and sex as the biological needs. Hanna gets those needs through Michael a fifteen years old boy. Her loneliness and dependence cannot keep her desire, so through Michael those desire blows up; even though, that is the first time they meet and not really know each other.

“Come!” I turned my back as I stood up and climbed out of the tub. From behind, she wrapped me in the towel from head to foot and rubbed me dry. Then she left the towel fall to the floor. I didn’t dare move. She came so close to me that I could feel her breasts against my back and her stomach against my behind. She was naked too. She put her arms around me, one hand on my chest and the other on my erection. “That’s why you’re here!” “I…” I didn’t know what to say. Not yes, but not no either. I turned around. I couldn’t see much of her, we were standing too close. But I was overwhelmed by the presence of her naked body. “You’re so beautiful!” “Come on, kid, what are you talking about!” She laughed and wrapped her arms around my neck. I put my arms around her too” (p. 25).
Hanna was really exhausted from being alone. She needs others to accompany, amuse and fill her daily life with new atmosphere that she never found before.

Before she met Michael, Hanna had also filled her loneliness and dependence in the Nazi’s camp with the chosen one prisoner who she used as a reader for reading some stories or books for her. But that was totally different as what she had done when she met and needed Michael. The person in the camp is just for her own personal reader but Michael is not only Hanna’s reader but also the chosen one who touches her deep heart.

“Yes, she had favorites, always one of the young ones who was weak and delicate, and she took them under her wing and made sure that they didn’t have to work, got them better barracks space and took care of them and fed them better, and in the evenings she had them brought to her. And the girls were never allowed to say what she did with them in the evening, and we assumed she was…also because they all ended up on the transports, as if she had had her fun with them and then had got bored. But it wasn’t like that at all, and one day one of them finally talked, and we learned that the girls read aloud to her, after evening after evening” (p. 115).

4.1.3.3 Narrow-minded

She is narrow-minded; she doesn’t want to hear what others opinion are and always want to win the power of game. Michael becomes the only person who understands Hanna’s problem on this characteristic. Every time they fought and argued, she doesn’t want to hear Michael’s reason for doing that or this. She always thought that her opinion is the right one and doesn’t want to hear Michael’s opinion.

“I had never seen her sarcastic before. She shook her head. “How should I know why you’re going to Schwetzingen? How should I know why you choose not to know me? It’s your business, not mine. Would you leave me now?”” (p. 47).
Hanna’s character of being difficult to hear others opinion makes her really a narrow-minded person. “…she was absolutely single-minded, whether in agreement or disagreement” (p. 71). Everything that she wants to be, it must be going in that way as she wants Michael following her heart moods. Thus, Hanna always shows her hard side and bad-tempered personality when facing something. She wants everything in her track and all the things that revolve around her must be in her mind.

“I’m sorry, Hanna. Everything went wrong. I didn’t mean to upset you, but it looks….” “It looks? You think it looks like you upset me. And will you please go, finally?”” (p. 48).

The fact that Hanna is single and narrow minded seize her to be a bad-tempered person. She is really a bad-tempered person when the things are not in the way she is thinking about. Hanna always faces something with angry face and mood. She wants everything perfect and Michael or others cannot stop her from doing or deciding something. When Michael does the wrong thing she reacts with anger directly and it must always be Michael’s fault.

“How could you go just like that?” I put down the breakfast tray with the rose on it and wanted to take her in my arms. Don’t touch me.” She was holding the narrow leather belt that she wore around her dress; she took a step backwards and hit me across the face with it. My lip split and I tasted blood. It didn’t hurt. I was horrorstruck. She swung again” (p. 54 - 55).

4.1.3.4 Egoistic

The fact that Hanna is living alone makes her definitely care about how to earn a living in her own beliefs. She is really protected toward something that she is doing and doesn’t want others to take control over these things. When Hanna
met Michael, Hanna wants to control and decide everything. It is not just because Hanna is older than Michael, moreover, Hanna always has in mind that she must win the power of games and take charge of everything about them. Hanna doesn’t want Michael to lead them into something especially about their relationship.

“When we made love, too, she took possession of me as a matter of course. Her mouth took mine, her tongue played with my tongue, she told me where to touch her and how and when she rode me until she came, I was there only because she took pleasure in me and on me. I don’t mean to say that she lacked tenderness and didn’t give up me pleasure. But she did it for her own playful enjoyment, until I learned to take possession of her too” (p. 33).

Hanna doesn’t want to hear Michael’s opinion or reason; why this or that happens. She ignores it anyway when Michael wants to get something clear about their fighting. That is really selfish and egoistic.

“What was the matter, what was the matter, you always ask such silly questions. You can’t just leave like that” (p. 56).

Thus, the egoistic and selfish personality that Hanna shows in her relationship with Michael makes her always wants to be dominant and superior. She is the one who takes control and Michael must consider her condition and position. She does not want Michael to take control or make any decisions in their secret relationship. It is always Hanna and Hanna leads all the things; neither Michael nor others. She is the only one who takes over to control and lead their game of love.

“If she had just wanted to win a power game. If she threatened, I instantly and unconditionally surrendered, I took all the blame. I admitted mistakes I hadn’t made, intentions I’d never had” (p. 49).
4.1.3.5 Arrogant

Hanna is arrogant through the way she moves and make up herself in face of others. Hanna’s appearance remains an excellent and amazing woman from others that she met. She always wants to look strong and educated in spite of her incapability. She makes everything possible so that other people will never realize that actually she has so many weaknesses that will put her into a big trouble.

“Usually she was brought in by a guard and took her place and then kept her eyes fixed on the bench throughout the day’s proceedings. It appeared arrogant, as she did the fact that she didn’t talk to the other defendants and almost never with her lawyer either” (p. 99).

The way she puts herself in the face of other probably hurt her much, but Hanna does not mind about that. She does not look weak and dependent; she does not want her incapability to take control over herself. She wants everything perfect and everybody will also admit about it.

“When she was being discussed, she held her head very erect. When she felt she was being unjustly treated, slandered, or attacked and she was struggling to respond, she rolled her shoulders forward and her neck swelled, showing the play of muscles. The objections were regularly overruled and her shoulders regularly sank. She never shrugged, and she never shook her head. She was too keyed up to allow herself anything as casual as a shrug or shake head. Nor she allow herself to hold her head at an angle, or to let it fall, or to lean her chin on her hand. She sat as if frozen. It must have hurt to sit that way” (p. 100).

Actually, those arrogances that Hanna treats herself give such different picture from others. Hanna’s performance which looks great and excellent makes her a little uncomfortable. She pays so much attention to the way she looks but doesn’t pay it on the situation that she is facing. Thus, it makes Hanna more likely to be as a clown that an excellent and educated woman.
4.1.3.6 Fragile and Simple

Hanna’s life is so difficult because of her dependence and loneliness which makes her sometimes really selfish and arrogant. She has a very strong figure that is difficult for others to understand. Because of that, she always shows her hard mind and temper. But, how hard her life is, she is only a lone wolf that needs others to complete and fill her life. Hanna is not really as hard as she shows; she is simple and fragile, too. Michael founds this when they got into a fight.

“But she didn’t hit me. She let her arm fall, dropped the belt, and burst into tears. I had never seen her cry. Her face lost all its shape. Wide-open eyes, wide-open mouth, eyelids swollen after the first tears, red blotches on her cheeks and necks. Her mouth was making croaking, throaty sounds like the toneless cry when we made love. She stood there looking at me through her tears” (p. 55).

Hanna is also a simple woman as she looks in her daily life. She is not a deep thinking person who always has some great plans in their life. She needs others to complete and pay attention to her life. It is Michael who makes plans and thinks about their coming activity when they were on vacation.

“I imagined how our relationship might be in five or ten years. I asked Hanna how she imagined it. She didn’t even want to think ahead to Easter, when I wanted to take a bicycle trip with her during the vacation” (p. 40).

The fragile and simple character that Hanna owns makes her really need others to fill her life. Hanna needs it but she has no power and braveness to ask for it clearly. She shows it in her stupid and narrow-minded way. Hanna wants all Michael’s attention only for herself and Michael has to obey.

“At first I sat, then I went and stood on the front platform and tried to impale Hanna with my stare; I wanted her to feel my eyes in her back. After sometime she turned around and glanced at me. Then she went on talking to the drive” (p. 45).
It is proving that Hanna wants Michael to approach and greet her for some reasons that they are close to each other. But, Michael doesn’t do that and it makes Hanna angry afterwards. Hanna really wants Michael to make her as special as Michael paying all his attention for her. Hanna cannot control her eagerness for this and she is absolutely furious when Michael asks again about this incident.

“‘Why did you behave as if you didn’t know me? I wanted…’  “I behave as if I didn’t know you?’ She turned around and stared at me coldly. ‘You didn’t want to know me. Getting into the second car when you could see I was in the first.’  “Why would I get up at four-thirty on my first day of vacation to ride to Schewetzingen? Just to surprise you, because I thought you’d be happy. I got into the second car…”  “You poor baby. Up at four-thirty, and on your vacation too.’”  (p. 47).

4.1.4 Attentive listener

Murphy (1972: 276) defines that reactions is one of the nine ways to reveal the character’s personality and traits. Hanna reacts positively to the certain situations and events when someone is reading for her. Hanna is an attentive listener. Considering her disability of not being able to read and write, Hanna finds her own way to learn something. She definitely needs others as the reader to understand any kind of reading materials. Because of that she does not waste any chances when Michael and some of the Nazi’s prisoners read stories for her. She listens carefully and understands with her heart.

Hanna is an unbelievable listener. She pays attention with her heart and mind to what her readers read. She is really enthusiastic and expressive toward the story.

“She was an attentive listener. Her laugh, her sniffs of contempt, and her angry or enthusiastic remarks left no doubt that she was following the action intently… Her impatience when she sometimes asked me to go on
reading seemed to come from the hole that all this imbecility would eventually play itself out. “Unbelievable!” (p. 43).

Hanna was not only enthusiastic or expressive towards the reading story, but more over could give her own opinion about the story. She is really a great listener who learns something from her inability. This unbelievable ability leads Hanna to be successful later in being able to read and write.

“I read her War and Peace...Again; Hanna became absorbed in the unfolding of the book. But it was different this time; she withheld her own opinions; she didn’t make Natasha, Andrei, and Pierre part of her world, as she had Luise and Emilia, but entered their world the way one sets out on a long and dazzling journey…” (p. 70).

4.1.5 Faithful lover - She loves Michael very much

Hanna is a faithful lover, she loves Michael very much. Hanna’s past lives and mannerism as two of the Murphy’s nine ways (1972: 276) reveal her faith. Michael is the only person who ever fills her life with love, and she cannot stop loving Michael until she ends her own life. She lives alone herself and she never meets anyone else that has an intimate relationship like Michael. Because of that when Michael enters her life she keeps it as she doesn’t want others to take away Michael from her heart and life.

“She had no family. She was thirty-six. She told me all this as if it were not her life but somebody else’s, someone she didn’t know well and who wasn’t important to her” (p. 39).

Hanna really needs other people to complete her life. She has been alone for a long time, and at the time she meets Michael she knows he is the best person for her, so she loves Michael with all her heart. She needs Michael more than she
needs the chosen prisoner in the camp. She needs them just for reading but Michael she needs to fulfill all she needs in her life.

“….But it wasn’t like that at all, and one day one of them finally talked, and we learned that the girls read aloud to her, after evening after evening” (p. 115).

Hanna loves Michael but this is rarely shown by Hanna. She has her own way to show her love. When Hanna decides to leave Michael for the reason she wants Michael has his own true love and happiness, she still cannot forget Michael at all. She takes Michael’s picture in the newspaper to keep with her all the time.

“A newspaper photograph showed an older man and a younger man, both in dark suits, shaking hands. In the young one, bowing to the older one, I recognize myself. I was graduating from school, and was getting a prize from the principal at the ceremony. That was a long time after Hanna had left the city. Had Hanna, who could not read subscribe to the local paper in which my photo appeared? In any case she must have gone to some trouble to find out about the photo and get a copy. And she had it with her during the trial?” (p. 206)

That is proof of how big Hanna’s love for Michael’s, although she cannot read, but she tries her best to get Michael’s picture just to make Michael accompany her all the time. That is really meaningful and the fact of true love from Hanna to Michael. Hanna loves Michael very much with all her heart and life.

4.1.6 Heroic

Murphy (1972: 126) explains that one of the nine ways to identify a character’s personality is through mannerism. Hanna is a hero according to her mannerism is shown through her storm and stress in fighting the life. Hanna tries all the power and ability she has to earn and make up her life. She has so many
We have weaknesses but she never feels down. The time she falls she always gets up again and builds her own life and future. The most inspirational parts are when Hanna realized that she is illiterate and she tries all her best and finally she can read and write.

Hanna finally can read and write at the end of her life. She is really satisfied with that, but it was a long journey and process that Hanna had to pass for reaching her best target in her life. Start from the concentration camp where Hanna always chooses one of the prisoners to read for her. Then she met Michael who filled her life with all she needs. Michael is the one who helps her until she can read and write.

In spite of those facts, the person who has the biggest impact on her life is Hanna herself. Because of her great motivation to live her own life, finally she could reach the target for reading and writing and be free from illiteracy.

“She learned to read with you. She borrowed the books you read on tape out of the library, and followed what she heard, word by word and sentence by sentence. The tape machine couldn’t handle all that constant switching on and off, and rewinding and fast-forwarding. It kept breaking down and having to be repaired, and because that required permission, I finally found out what Frau Smitchz was doing. She didn’t want to tell me at first; when she also began to write, and asked me for writing manual, she didn’t try to hide it any longer. She was also just proud that she had succeeded, and wanted to share her happiness” (p. 206).

The efforts of freeing herself from illiteracy are really heroic and are biggest points of struggle in Hanna’s life.
4.2 The meaning of Hanna’s decision to commit suicide

Hanna commits to suicide is her own decision to end her life. How Hanna decides this way; actually, she has her own reasons. In this part, I would like to look at how Hanna decides to commit suicide with my own perception that will be divided into two meaningful parts; first in the surface meaning and second through the deeper meaning.

4.2.1 The surface meaning of Hanna’s decision to commit suicide

4.2.1.1 Hanna’s love and sacrifice

Hanna has been living alone since she was a teenager and starting to earn her own living. She has no family and relatives that accompany her and share life with. How hard Hanna’s life is affected on her difficulties and weaknesses that always comes like a nightmare in her life. Hanna owns so many weaknesses in her abilities and characteristics that make her really unpredictable. When she meets Michael, step by step her life is changing into a better way. Finally, she reaches the best target of her life; she can read and write. On the contrary, she decides to commit suicide at the end.

Before Hanna ends her own life, she is already separated from Michael for several years after they intimate relationships. They meet again when Hanna is a defendant in the court room for the Nazi’s church bomb tragedy when she was a SS guard in the concentration camp before. At the time, they act like they are not close nor have known each other.

“Hanna turned around and looked at me. Her eyes found me at once, and I realized that she had known the whole time I was there. She just looked at
me. Her face didn’t ask for anything, beg for anything, assure me of anything or promise anything. When I turned red under her gaze, she turned away and back to the judges’ bench” (pp. 116-117).

Actually, they would like to say something for the time of being separated from each other, but they have no power and strength for that. Hanna still needs and loves Michael, but she doesn’t want to show it clearly and also Michael too; their keep it high for their own prestige. Hanna does love Michael very much with all her heart and weaknesses in her life. Even in her incapability to read and write, she still tries to find and keep the picture of Michael with her that she found in the newspaper long time ago. She cannot put away the picture of Michael “a kid” whom she loves since they met each other.

“A newspaper photograph showed an older man and a younger man, both in dark suits, shaking hands. In the young one, bowing to the older one, I recognize myself. I was graduating from school, and was getting a prize from the principal at the ceremony. That was a long time after Hanna had left the city. Had Hanna, who could not read subscribe to the local paper in which my photo appeared? In any case she must have gone to some trouble to find out about the photo and get a copy. And she had it with her during the trial?”

Finally, they meet each other the day before Hanna is released from the prison and the day before she commits suicide. At the time, Hanna expects a great response from Michael when they meet, as their usual habits in their beautiful years before, but Michael is colder than what Hanna expects. Michael shows that he doesn’t need and love Hanna anymore which is different from Hanna who is still keeping their love forever.

“I saw the expectation in her face, saw it light up with joy when she recognized me, watched her eyes scan my face as I approached, saw them seek, inquire, then look uncertain and hurt, and saw the light go out of her face. When I reached her, she smiled friendly, weary smile.
“You’ve grown up, kid.” I sat down beside her and she took my hand. I moved closer. I sat next to Hanna and smelled an old woman. Hanna was too young for it. “I’m glad you’re getting out.” “You are?” (pp. 196-197)

Hanna found the disappointed things from Michael’s reaction at that time. She has no power to change Michael to accept and take her with love as she wanted to. Now everything is different and Hanna has to admit it although she still loves Michael and she wants to keep it alone herself.

Moreover, Hanna hears Michael’s story about his life. Hanna found that Michael wasn’t happy with his life and especially his marriage.

““Are you married?” “I was. Gertrud and I have been divorced for many years and our daughter is at boarding school; I hope she won’t stay there for the last years of the school, and will move in with me” (p. 199).

Michael isn’t happy with his life and he cannot chase away the shadow of Hanna; “At first, I wanted to say that I wasn’t able to chase anything away” (p. 199). Michael is still in love with Hanna although they have been separated for some years.

Love and sacrifice towards Michael has made Hanna decide to commit suicide as the way of solving many things. Brickman (1987) which is quoted by Stephen Worchel and Shebilske define that “another component of love that is often overlooked is sacrifice” (1989: 438). Love grows out of a sense of sacrifice; the sacrifice may involve time, material goods, or the forsaking of others for the object of our love. Hanna’s love for Michael involves a kind of sacrifice love as Brickman had explained. Her love for Michael lasts forever and she cannot chase away this feeling. She concludes that Michael wasn’t happy with his life and marriage. She knows that Michael keeps thinking about her and it will make
things worse if she is still alive and lives near Michael. It is better for her to walk away as far as it will chase away all the things about them. Hanna chooses this way as the sacrifice for love, for Michael, the kid from whom she learned many things and has changed her life.

4.2.1.2 Hanna’s hopelessness towards her life

Hanna experienced so many hopeless things in her life. The illiteracy has cut away all her best chances in life. Hanna’s career is like a dead end for her. She moves from one job to another just to keep her secret from the mind of the public. She doesn’t want people to know that she cannot read and write and it leads her to a horrible end.

Hanna admits that she wrote the church bombs report in the court trial just to keep the secret of her incapability. “You don’t have to call an expert. I admit I wrote the report” (p. 129). Hanna is hopeless with her life she doesn’t want to fight for her justice and right. She is hopeless with her illiteracy which makes all the things come like a hell. How can she easily confess the devil things that she could never be able to do if she feels nothing and hopeless with her life. Hanna has no determination to tell the truth even it may hurt her so much. She chooses to accept the devil and spend all her lifetime in the hell of jail.

The great hopeless things that Hanna has experienced become worse when she knows that the old Michael now is different from her kid’s Michael. Michael never stops in helping Hanna to solve out her illiterate incapability, but Michael acts as if he was never involved there.
“And because in all my confused half-walking thoughts that swirled in tormenting circles of memories and dreams around my marriage and my daughter and my life, it always Hanna who predominated, I read to Hanna on tape” (p. 183).

Michael still loves Hanna, but Michael cannot show it, instead he keeps his distance from Hanna. Hanna knows that Michael still keeps their love but Michael isn’t happy with the great progress that Hanna has figured out, as she finally can read and write. Michael never replies to her mail that she has written with a great struggle just to make Michael happy with that development.

“I never wrote to Hanna. But I kept reading to her. Her hand writing never became fluid, but it acquire something of the serve beauty that characterizes old people who have written little in their lives” (p. 190).

Hanna is disappointed with the fact that she figures it out from Michael. She forces all her capabilities just to make the things better between them, but how can it work if no one understands inside it. Hanna is full of joy when Michael finally spends time to visit her. A great opportunity comes to fix all the missing time between them, but Michael cannot show and break out the happiness. Hanna shows her great hopeless minds.

“Does that bother you very much? I always had the feeling that no one understand me anyway, that no one knew who I was and what made me do this or that. And you know, when no one understands you, then no one can call you to account. Not even the court could call me to account. But the dead can. They understand. They don’t even have to have been there, but if they were, they understand even better. Here in prison they were with me a lot. They came every night, whether I wanted them or not. Before the trial I could chase them away when they wanted to come” (pp. 198-199).

Hanna’s hopelessness makes her feel the most fearful things in life. Stephen Worchef and Shebilske (1989: 436) stated that fear is the emotional state that results when we interpret events as potentially harmful or threatening to the self; it
most commonly involves the anticipation of physical harm, loss, rejection, or failure. The parts of Hanna’s life have been taken away when she found that Michael was different when they finally met each other. Hanna is always alone and will be alone forever and it makes her have cold feet in her life. What will she take to resolve this fearful feeling? Hanna has no choice; it has been taken from her mind and heart. She is really disappointed and hopeless with the things that now revolve around her life. She wants to end it now and the things will go better without her. Finally the only way that she chooses is end her own life and it is the best in Hanna’s view.

4.2.1.3 Hanna’s target in life

“Being read to is nicer. That’s over now, isn’t it?” (p. 197). That is what Hanna feels about her life. She finds that her life is enough and it must be over now. She has experienced so many things in her life; happiness, sadness, desperate, struggle, misery, and love which make her life so colorful and wonderful. Hanna said that’s over now it is really coming from her deep heart. She has found the light for her illiterate that becomes a nightmare during her life. Finally, Hanna can read and write and she is absolutely happy with this miracle in her life.

Being able to read and write is one of the greatest things in Hanna’s life. The difficulties that Hanna had found in her life it’s all because of her illiterate which makes her became really egoistic with her own life. But it is over now and
she wants to end it beautifully. Hanna has involved and taken all parts of the life that she has to walk those through. This is the end of her life and that’s over now.

4.2.1.4 Hanna’s egoistic mind

Living with the incapability to read and write makes Hanna really secretive with her life and even it goes to an egoistic mind. Hanna doesn’t want others to know about her illiterate problem and even Michael whom she loved very much. Hanna doesn’t ever think to share with others and she only wants people to know that she is perfect and good in every single thing in life.

“Hanna could neither read nor write. That was why she had had people read to her. That was why she had let me do all writing and reading. That was why she had avoided being promoted. Was that why? I could understand that she was ashamed at not being able to read or write, and would rather drive me away than expose herself. She is vain enough, evil enough, to become a criminal simply to avoid exposure. She was not pursuing her own interests, but fighting for her own truth, her own justice.” (p. 132 - 134).

How egoistic Hanna is with her own life; she pursues her owns truth, she owns justice, and is willing to become a criminal just to avoid exposure. Hanna lives with lying and she wants everything in her hand. Why Hanna doesn’t share her illiteracy with others? Why does she choose to be a criminal for something that she is not able to do? Those are because of her egoistic mind that powerful controls her life.

Hanna’s egoistic mind leads her to a devil thing in which she decides to commit suicide. In her narrow-mind, the only things she knew in are the truth and what is right for hers. She doesn’t want to share with others around her when she wants to decide or do something. She is the only person with the only right mind
and decision. Hanna chooses her own way with her egoistic mind plays a big role in her dramas of life.

4.2.2 The deeper meaning of Hanna’s decision to commit suicide

4.2.2.1 Hanna’s id role over her ego and superego

The id is about human basic needs that unconsciously must be fulfilled as the consequence to survive. The id of human personality is divided into two instinctual drives as the motivation to survive “eros” and the motivation to destroy “thanatos”. The id of a human life is closely related to the ego and super ego as in the physical and social relation views. The id works unconsciously in human personality, but the ego and super ego works consciously. The ego and superego instilled like an early warning for the id. The id will always be true for human private personalities and needs; but the ego will be bounded if it is not in accordance with the physical and social view, and the super ego will be motivated to build better ourselves and to live up to our ideals. Because of that between the id, ego and super ego in our human personality must be balanced so all the things will revolve better in our life cycles.

Hanna decides to commit suicide is the result of unconscious self-destruction that comes from Hanna personal motivation as the instinctual desires of human behavior. One of Hanna’s characteristics of being secretive or over protective with herself and life play a big role in this destruction decision. Hanna wants to be dominant and superior when it is about herself. She doesn’t want others involve deeper than she does. Because of that, Hanna only wants to pay
attention to what she believes is right for her than what other people believe about. Hanna only wants others to know about the good things she has than her weaknesses. She looks smart, perfect and arrogant but actually she is illiterate.

The facts that she is over protective, arrogant, and secretive make Hanna have difficulties to share what is in her mind and feelings with others. In her intimate relationship with Michael, Hanna never shares about her feelings and life. Whenever Michael asks her about that, she always answers, “The things you ask, kid!” (p. 39). Hanna doesn’t want to involve herself with others’ problem and life. She only thinks about how she can earn her living and fulfill her needs.

Hanna’s life is flat and she will do everything if it’s related to her benefits. When she works as a SS guards, she doesn’t think what is about social view and feelings, she doesn’t want to take any risks that will affect her personal needs. Hanna follows the rule that will give her the greatest advantage for her life. If she let the prisoner out before the church bombs tragedy, she may get any difficulties towards her life. How Hanna becomes really egoistic toward her own personality motivation as the need to survive. She only wants to earn her personal needs without being realized that she lives with others. Hanna’s id side ruled over her to think about herself and needs only than think about what will happen to others if she takes that way.

Hanna’s determination towards her responsible jobs leads Hanna to a kind of self-obsessive. She wants the perfect result from her work that is instilled in her by the job commander. In this condition, Hanna’s superego makes her feel guilty when she does the wrong thing. Hanna becomes very uptight and self-conscience.
The superego motivates Hanna to better herself and to live up to her ideals. Because of that the obsession with her own needs and ideals make her nonchalant about others condition and needs. In this point of view, actually, Hanna’s id which dominates the superego through her over self-confident that comes from her unconscious of thanatos desires to ignore others need.

Hanna’s id clearly ruled over her ego and superego in the relation to the social needs and view and it makes the imbalance of the personality’s structure. The time she decides to commit suicide; she doesn’t even think about what the social consequence that will be affected by her decision. She easily commits suicide because she knows that her condition has no power to fulfill her personal needs and ideals that play the big role in her life cycles. Hanna doesn’t believe in others and she only believes in herself who takes control everything. Hanna realized that she could not be able to take control of her needs, because of that she unconsciously chooses the way to self-destruction of committing suicide.

4.2.2.2 Hanna’s emotional intelligent role over rational intelligent

People are given two kinds of intelligence which are emotional intelligence and rational intelligence. These two intelligent work in balance and complete each other as to give us the final decision in choosing or doing something. The emotional mind gives the input information to the rational mind and then the rational mind will refine Sometimes, our emotional minds dominate our rational minds or inversely, and it leads to a doubtful decision and even
horrible decision. Because of that, we have to keep our emotional and rational intelligent work in balance, so the best solution will be gotten.

Hanna experienced so many difficulties in her life. The fact that she is illiterate makes Hanna difficult to control her emotional character when facing problems. She becomes really emotional so she could not control her feelings. She was angry with Michael just because Michael left her alone without permission. In fact, Michael had left her a note. “I have left her a note. When I returned, she was standing in the room, trembling with the rage and white-faced” (p. 54). She is illiterate, she cannot read the note and it makes everything difficult for her which is making her easily take the conclusion without any judgments. It is proof that Hanna’s emotional mind becomes the most affected side in her life. She is under the fearful feelings of loosing Michael in her life. She is a dependent woman who needs others to complete her life. Because of that, when Michael left her without permission, she got very angry and doesn’t want to hear Michael’s reason for doing that. “What was the matter – you always ask such silly questions. You can’t just leave like that…” (p. 56). Hanna doesn’t want to think rationally about the things that they have done although it is right or wrong for her. She wants others to understand her condition and follow through her feelings.

Hanna is also not a good thinker when she is faced with a problem that put her into a harsh corner. Her unbalanced intelligence blinds her mind and sometimes makes her act with such silly behavior. She thinks others will always understand her and follow her feelings inside her emotional side. When she is at
the trial she was easily lost in thought when she was answering the judges’ questions. She wants everything perfect for her as her emotional works in her mind, makes any good impression and becomes the winner. Unfortunately, her feelings and emotional mind ruled over her rational mind so her answers make everything dissatisfied for her.

Illiteracy makes Hanna become dependent and she needs others to make everything possible for her. Those two facts clearly explain about Hanna’s condition when she is faced with troubles in her life. She could not take the appropriate decision. Hanna will easily take any decisions and conclusions that are not coming from good judgments. She drives through her emotional feelings that control her life in the time she is in trouble. The judgment and conclusion is good or bad for her, Hanna doesn’t know exactly. She is just following her intuition.

Those facts about Hanna’s process in taking decision for her future action come from a doubtful and even a bad judgment. Hanna is not a good thinker in making decision. She makes the decisions based on her heart mood. In this condition, it can be said that Hanna’s emotional mind and rational mind are not working in balance. Her emotional plays a very hard and powerful role in her life and mind. She follows her emotional condition easily before it filters through her rational minds. Sometimes her emotional mind is good but mostly she gives a bad decision which also gives a bad output toward her action.

Hanna could not control her emotional side so when she accepts the stimulation about something that power affected her feelings; she will follow
directly those feelings. She is too emotional than rational. Because of that, when she found that her life will be more difficult after her released from the prison, she easily took the only possible decision to run off from those difficulties by committing suicide. Her emotional mind has ruled over her rational mind so that she doesn’t think again about any other possible way as to live her life. She feels nothing with things revolving around her; her live, her conditions and her love for Michael. The easiest decision is suicide.

4.2.2.3 Hanna’s motivation directed to the personal needs

The starving of requirements gave humans the stimulation to do something as it becomes human’s motivation. Motivation is a kind of human willingness in finding any possible way to complete their needs. There are five hierarchy needs according to Maslow (Aiken: 1969): psychological needs, safety needs, social needs, esteem needs, and self-actualization. Those five needs are related to each other in which one should be finely satisfied before people come to the other needs. The psychological needs should be fulfilled first before coming to the safety needs and the other three. Actually, all those needs are greatly important for human life so that it’s a must for people to reach all of those needs in their life. But, there are some people who are stuck in certain needs which they feel are enough and satisfied for their life. The motivation plays a big role in which people motivate themselves based on their own needs.

Hanna is one of the stuck people who are easily satisfied with only certain hierarchy needs in her life. Hanna’s motivation is directed to her own personal
needs. The life history of Hanna created the purpose of her life, and affected her motivation to fulfill her needs. Hanna lived alone since she was a teenager; she spends her time mostly with her loneliness, which can be seen in page 39, “She had no family. She told me all this as if it were not her life but somebody else’s she didn’t know well and wasn’t important.”

Hanna lives alone; she has no family and never mind about this condition. Hanna enjoys with her loneliness and even she feels nothing and ignores her own life. When Michael asked about her family, she put the questions away and answers it stupidly, “The things you ask, kid!” She doesn’t want to be puzzled with other things except her life and things that make her happy. This is just a simple statement from Hanna but it has deeper meaning in her life. At the time she put away Michael’s questions about the history of her life, actually she wanted to say that the only things she cares about is her life and needs. In her loneliness, she can choose her own way and what kind of things that become her priority. The thing Hanna knows in her loneliness is how can she earn her daily needs and fulfill her safety and happiness. Loneliness has creating Hanna’s direction in life. There are no other things except her requirements.

Hanna’s loneliness it doesn’t mean that she doesn’t involve herself with others. The time she met Michael in her life she has build the togetherness in her life. The intimate relationship that she and Michael build it was the other way in which Hanna wanted to fulfill her needs of love and belonging from Michael. Hanna was totally craving for love during her life of loneliness and she got that from Michael. She needs Michael to fill her need of sex and other needs that she
had never done before. Their activity was just like a ritual of habits when they were together. It can be seen in page 70, “We kept up our ritual of reading aloud, showering, making love, and then lying together.” Those are clearly about Hanna’s personal needs that she wants Michael to fulfill her. Hanna doesn’t think about Michael. She considers Michael only as a kid who knows nothing and has to follow her rules in life.

Hanna also always finds the way to live up to her safety needs when trapped in troubles. She realized that she is illiterate. Because of that she always moves from one job to another when she got a job promotion which needed the ability as to read and write. She doesn’t want others to know her weaknesses of not being able to read and write. Hanna doesn’t want her secret exposed to the public. She wanted to keep it to herself. Hanna moves from one job to another and she may remain the regretful things for other and especially Michael. When she refused to work at Streetcar Company, she left the town and moved to another place. She also left Michael who was in love and obsessed with her. Hanna doesn’t mind about others condition and feelings.

Those facts point out that Hanna only deals with her own personal needs and doesn’t think about how the social needs will also work in her life. Hanna is enjoying loneliness and weaknesses too much that she creates a life that is comfortable for her but harmful and hurtful for others.

These conditions become Hanna’s direction in life until the time she decides to commit suicide. The time before she hangs herself, Hanna found a hurtful fact within her personal needs toward Michael. Even though Hanna has
been separated from Michael for a long time, Hanna still needs Michael as her needs asked for that. She needs Michael for love, belonging and safety but the fact she got that Michael wasn’t the same as the kid Michael she knew. Hanna wants the memories of their love back as when she was released from the jail, but Michael came up and showed his uninterested and undesired for Hanna.

Hanna realized about this rejection and she directly said her dissatisfied words as seen in the page 197, “That’s over now, isn’t it?” Hanna commands her point of view of missing the biggest hopes to Michael. She catches Michael uncomfortable moment when they met on the day before she decides to commit suicide.

That’s over now is a kind of Hanna’s revelations that brings her to a horrible decision. She captures Michael images of hopeless which means Michael doesn’t need her anymore. Loosing Michael represents the things she will lose too. What life is going to be if she loses the biggest thing? Michael is the biggest hope she has in her life in which she could fulfill her personal needs as the important present in her life. Michael is everything but it’s over now.

Hanna discovers something that is hurtful for her life. The motivation to be together with Michael after being released from prison means nothing. The happiness of being able to read and write comes like unfortunate dreams. In this hurtful condition Hanna’s motivation guides her to a dreadful decision. This is her way and to commit suicide is her motive to satisfy her own needs. It is better to end all of this now than choose to live without happiness and enjoyment. Commit
suicide is Hanna’s own decision and motive of life as to fulfill her personal needs.

How egoistic Hanna is with her life, but it is her life conformity.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts they are conclusions and suggestions. The conclusions are the answer of the problem formulations while the suggestions consist of two parts, the suggestion for future research and the suggestion for English teaching and learning processes.

5.1 Conclusions

The study finds that Hanna’s characters portray a self oriented life and sacrifice for love which makes a person always think superior than others. Deciding to commit suicide is the result of being alone, dependent, unloved, uneducated, and being selfish. First, the study finds the characterization of character Hanna in the novel. Hanna is a complex character in the story. Hanna is a middle age woman around thirty-six in the beginning of the story, beautiful, kind, love working, but she is arrogant and illiterate which makes her dependent, lonely and secretive with her life. Hanna likes to be dominant and takes full control of her life. She lives alone and finds it difficult in making relationship with others. In her incapability of being not able to read and write Hanna always tries to escape from the truth in her life. She doesn’t want others to know about her being is illiterate that is why so she always finds any possible ways that can conceal her weaknesses. Hanna is definitely over protective with her life. Because of that, she often makes the wrong decisions even if harmful for her life. Despite
her incapability, Hanna is a faithful lover and a hero for herself. Hanna loves Michael very much from the first time they met until the end when she decides to commit suicide. Hanna is a hero when she puts all her capabilities to make a little change in her life. Sentenced to live in a prison are definitely changed her life and she finally can read and write.

Second, the study finds that Hanna’s characterizations and journeys of life she experiences are directed to the final decision to commit suicide as her own destiny. Hanna’s illiteracy problems and loneliness make her too superior and over protective in controlling her own life. She becomes egoistic and narrow-minded which leads her often to make wrong and harmful decisions. She never wants to share her feelings and conditions with others even with Michael whom she loves very much. Her narrow-mindedness makes Hanna always thinks that her life and needs are the only important things. Her motivation is to complete her own physical and spiritual needs. Therefore, her id side often over-powers her ego and superego side. Hanna stuck in her psychological, love-belonging and safety needs. Her motivations are only to survive and fulfill her needs than think about others and society’s demands. The fact that Hanna is illiterate portrays her dependence on the need of others to complete her life. She totally needs Michael as the needs for love and belonging. She loves Michael very much and is willingly to sacrifice her life for love. What is her life for if a person whom she loves very much doesn’t have the same feeling as she wants too? Otherwise, the person whom she loves is suffering in his life because of their love. Hanna feels hopeless toward the truth in her life and the only way to escape and reorganize is to leave
all those sufferings things and never turn back. She sacrifices to commit suicide for love.

5.2 Suggestions

5.2.1 Suggestion for Future Researches

The writer realises that this study still needs further improvements. Therefore, the writer has a suggestion about the aspects that can be explored more in this literary work. *The Reader* mostly talks about the journeys of Hanna’s and Michael’s life as the two main characters in the story. The future researchers can analyze about Michael’s life as he dedicates it for his lover Hanna. *The Reader* is such a struggle, romantic, and love fiction novel. Otherwise, the novel is not just describing about romance, sacrifice and love. There are other aspects that the future researchers can come into deep analyses. The novel also talks about the socio-historical aspects at the Nazi’s regime in Germany. The future researchers can combine the romantic aspects between Hanna and Michael or the life journeys of Michael’s or Hanna’s and the socio-historical views at that time. In this point of view, understanding about the socio-historical background at that time is really important as to get into deeper analysis. Hopefully, the suggestion is useful for those who are interested in analysing Bernhard Schlink’s *The Reader*.
5.2.2 Suggestion for English Teaching Learning activities

“Literature plays an important role in teaching four basic language skills like reading, writing, listening, and speaking. However, they should be taught in integrated way” Hişmanoğlu (2005). According to Collie and Slater (1990; 3), there are four main reasons, which lead a language teacher to use literature in the classroom. These are valuable authentic materials, cultural enrichment, language enrichment and personal involvement. Hişmanoğlu (2005; 63) said that, “The use of a novel is a beneficial technique for mastering not only linguistic system but also life in relation to the target language. Obediat (1997: 32) states, literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners.

Those explanations above describe about how important the literary works in helping students to learn English and develop students’ soft skills in their life. Therefore, the writer suggests to the educational practitioners to use The Reader as the material for teaching and learning especially for Prose II. It is an interesting and inspiring novel and the writer suggests using this novel as the media and material for learning English. Hopefully, by using this novel, the students can be motivated to learn and acquire some important things in English and for their life.
BIBLIOGRAPHY


APPENDICES
Appendix 1

THE SUMMARY OF THE READER

The story is told in three parts by the main character, Michael Berg. Each part takes place in a different time period in the past.

Part I begins in a West German city in 1958. After 15-year-old Michael becomes ill on his way home, 36-year-old tram ticket-taker Hanna Schmitz notices him, cleans him up, and sees him safely on his way home. He spends the next three months absent from school battling hepatitis.

He visits Hanna to thank her for her help and realizes he is attracted to her. Embarrassed after she catches him watching her getting dressed, he runs away, but he returns days later. After she directs him to retrieve coal from the cellar, he is covered with coal dust. She watches him bathe and seduces him. He returns eagerly to her apartment on a regular basis, and begins a heated affair. They develop a ritual of bathing and having sex, before which she frequently has him read aloud to her, especially classical literature, such as *The Odyssey* and Chekhov's *The Lady with the Dog*. Both remain somewhat distant from each other.
emotionally despite their physical closeness. Hanna is at times physically and verbally abusive to Michael. Months later, Hanna suddenly leaves without a trace. The distance between them had been growing as Michael had been spending more time with his school friends. He feels guilty and believes it was something he did that caused her departure. The memory of Hanna taints all his other relationships with women.

In Part II, seven years later, while attending law school, he is part of a group of students observing a war crimes trial. A group of middle-aged women who had served as SS guards at a satellite of Auschwitz in occupied Poland are being tried for allowing 300 Jewish women under their ostensible "protection" to die in a fire locked in a church that had been bombed during the evacuation of the camp. The incident was chronicled in a book written by one of the few survivors, who emigrated to the United States after the war; she is the main prosecution witness at the trial.

To Michael's stunned surprise, Hanna is one of the defendants, sending him on a roller coaster of complex emotions. He feels guilty for having loved a remorseless criminal and at the same time is mystified at Hanna's willingness to accept full responsibility for supervising the other guards despite evidence proving otherwise. She is accused of writing the account of the fire. At first she denies this but then in panic admits it in order to not have to give a sample of her handwriting. Michael, horrified, realizes that Hanna has a secret she refuses to reveal at any cost—she is illiterate.

This realization explains many of Hanna's actions: her refusal of the promotion that would have removed her from the responsibility of supervising these women, and also the panic she carried her entire life over being discovered. During the trial, it comes out that she took in the weak, sickly women and had them read to her before they were sent to the gas chambers. Michael decides she wanted to make their last days bearable; or did she send them to their death so they would not reveal her secret? She is convicted and sentenced to life in prison. He chooses to not reveal her secret, but cannot master his emotions.
Part III: Michael, trying to come to terms with his feelings for Hanna, begins taping readings of books and sending them to her without any correspondence while she is in prison. Years have passed, Michael is divorced and has a daughter from his brief marriage. Hanna begins to teach herself to read, and then write in a childlike way, by borrowing the books from the prison library and following the tapes along in the text. She writes to Michael, but he cannot bring himself to reply. After 18 years, Hanna is about to be released, he agrees (after hesitation) to find her a place to stay and employment, visiting her in prison. On the day of her release in 1984, she commits suicide and Michael is heartbroken.

Michael learns from the warden that she had been reading books by many prominent Holocaust survivors, such as Elie Wiesel, Primo Levi, Tadeusz Borowski, and histories of the camps. The warden expresses the disappointment of Hanna in her anger towards Michael for not communicating with Hanna in any way other than the audio tapes. Hanna left him an assignment: give all her money to the survivor of the church fire.

While in the US, Michael travels to New York to visit the Jewish woman who was a witness at the trial and wrote the book about the winter death march from Auschwitz. She can see his terrible conflict of emotions and he finally tells of his youthful relationship with Hanna. The unspoken damage she left to the people around her hangs in the air. He reveals his short, unloving marriage, and his distant relationship with his daughter. The woman comprehends, but nonetheless refuses to take the savings Hanna had asked Michael to convey to her, saying, "Using it for something to do with the Holocaust would really seem like an absolution to me, and that is something I neither wish nor care to grant." She asks that he donate it as he sees fit; he chooses a Jewish charity for combating illiteracy, in Hanna's name. However, the woman, having had a caddy stolen from herself as a child in the camp, does take the old tea caddy in which Hanna had kept her money and mementos. Returning to Germany, Michael visits Hanna's grave for the first and only time.
Appendix 2

AUTO BIOGRAPHY OF BERNHARD SCHLINK

Bernhard Schlink was born in Bethel, Germany, on July 6, 1944 to a German father and a Swiss mother, the youngest of 4 children. Both his parents were theology students, although his father lost his job as a Professor of Theology due to the Nazis, and had to settle on being a pastor instead. Bernhard Schlink was brought up in Heidelberg from the age of 2. He studied law at West Berlin’s Free University, graduating in 1968. He served as a judge at the Constitutional Court of the federal state of North Rhine-Westphalia beginning in 1988, and became a professor for public law and the philosophy of law at Humboldt University, Berlin, Germany in 1992, a position he held until his retirement in 2006. For 2 days a month, he sits a judge in the constitutional court of North Rhein-Westphalia. In the mid-80s, he realized that he was not satisfied with just academic writing, and turned to fiction.

Making jewelry and his skills as a masseur did not provide the satisfaction he needed otherwise. Writing seems to have run in the family: one of his aunts had
several genre novels published, and his uncle had also written a novel that remains unpublished. In 1987 he saw the publication of his first novel, “Selbs Justiz” (“Self’s Punishment”), co-written with Walter Popp. This was a crime novel, the first to feature a recurring character called “Self”. This was followed in 1988 by “Die gordische Schleife” (“The Gordian Knot”), and in 1992 by “Selbs Betrug” (“Self Deception”). In 1995, his most famous novel was published – “Der Vorleser” (“The Reader”). This was followed up in 2000 by “Liebesfluchten” (“Flights of Love”), a collection of short stories. In 2001, another Self novel, “Selbs Mord” (“Self Murder”) was published and many others novels written by Schlink are publishing after that. All the Self novels are currently being translated into English.

Schlink began his career as a writer with several detective novels, one of which one the Glauser Prize in 1989. The Reader was published in 1995 and became a bestseller in both Germany and the United States. It was the first German book to reach the number one position in the New York Times bestseller list. In 1997 it won the Hans Fallada Prize, an Italian literary award, and the Prix Laure Bataillon for works translated into French. In 1999 it was awarded the “WELT – Literaturpreis” of the newspaper Die Welt.

The Reader was translated into English by Carol Brown Janeway in the United States in 1997. It has been translated into 37 languages and has been included in the curricula of college-level courses in Holocaust literature and German language and German literature. In 2008 the novel was adapted to a film The Reader directed by Stephen Daldry and nominated for five Academy Awards. Kate Winslet and Ralph Finns are winning for their portrayal of Hanna Schmitz and Michael Berg.

Schlink currently divides his time between homes in New York and Berlin. He has one son with former wife Hadwig Arnold.

(Adapted from: www.Bookbrowse.com and authortrack)
Prose II is designed to help students understand the elements of prose fiction as well as to encourage them enjoy reading World novels. At the end of this course, students are able to analyse the intrinsic and extrinsic aspects of novels, which include plot, character, setting, point of view, atmosphere, symbol, and theme.

A. COMPETENCE STANDARD
On completing this course the students are able to appreciate original novels and put forward their own opinions concerning the context of them.

B. TOPICS:
Novel analysis on Plot and Conflict; Character and Characterization; Point of View; Setting, Symbol, Atmosphere; Humour; Theme, etc.

C. LEARNING STRATEGIES
Class/small group discussions, group presentations, questions and answers, and individual assignments

D. EVALUATION
Presentation : 20%
Mid-term test : 25%
Assignments : 20%
Final Project : 35%

E. REFERENCES

F. NOVELS
The novels such as:
1. The Reader by Bernhard Schlink
2. The Pearl by John Steinbeck

(Taken from Panduan Akademik Program Studi Pendidikan Bahasa Inggris (p. 76-77)
Appendix 4

LESSON PLAN

Subject : Prose II
Class/Semester : B/V
Meeting : 3
Time Allocation : 2 x 50 minutes

A. STANDARD COMPETENCE
On completing this course the students are able to appreciate original novels and put forward their own opinions concerning the context of them.

B. GOALS
In the end of the semester, students are able to:
1. Analyse the intrinsic and extrinsic aspects of novels, which include plot, character, setting, point of view, atmosphere, symbol, theme, etc.
2. Appreciate original novels and put forward their own opinions concerning the context of them.

C. TOPICS
Novel analysis on Plot and Conflict; Character and Characterization; Point of View; Setting, Symbol, Atmosphere; Humour; Theme, etc.

D. LEARNING STRATEGIES
Class/small group discussions, group presentations, questions and answers, and individual assignments

E. TEACHING MEDIA
1. Viewer
2. Laptop
3. Whiteboard
4. Presentation material

F. LEARNING MATERIALS

Handout about character

G. LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allocation</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pre Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Lecturer greets the students.</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Lecturer explains today’s topic/material.</td>
<td>5’</td>
<td>- Lecturing</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Main Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Lecturer distributes the handouts about character.</td>
<td>1’</td>
<td>- Lecturing</td>
</tr>
<tr>
<td></td>
<td>b. Lecturer explains the material about character.</td>
<td>15’</td>
<td>- Presentation</td>
</tr>
<tr>
<td></td>
<td>c. Presentation of group 1.</td>
<td>15’</td>
<td>- Discussion</td>
</tr>
<tr>
<td></td>
<td>d. Questions and answers session.</td>
<td>15’</td>
<td>- Presentation</td>
</tr>
<tr>
<td></td>
<td>e. Presentation of group 2.</td>
<td>15’</td>
<td>- Discussion</td>
</tr>
<tr>
<td></td>
<td>f. Questions and answers session.</td>
<td>15’</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>g. Lecturer closes the presentation session and concludes it.</td>
<td>4’</td>
<td>- Lecturing</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Post Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Lecturer asks the students to write what they have learned today and asks them to submit it.</td>
<td>8’</td>
<td>- Lecturing</td>
</tr>
<tr>
<td></td>
<td>b. Lecturer concludes today’s material and activities.</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Lecturer closes the meeting and reminds the next group that next week they will be the next presenter.</td>
<td>1’</td>
<td></td>
</tr>
</tbody>
</table>
H. EVALUATION

Presentation : 20%
Mid-term test  : 25%
Assignments  : 10%
Reflections   : 10%
Final Project : 35%
Appendix 5

MATERIAL

CONFLICT IN LITERATURE

I. Conflict

Conflict is the (dramatic) struggle between opposing forces or point of view in a story; the inherent incompatibility between the objectives of two or more characters. Conflict is what drives the plot. One has to keep in mind though, that while problems create tension and drive, the conflicts are a result of your character's actions. By its nature, conflict is unstable. One side must always win out in the end. However, this instability is desirable because it helps hold a reader's interest in a story.

The conflict is a clash between the protagonist, a story’s main character, and an antagonist, someone or something presented in opposition to the protagonist. Sometimes the antagonist is easily identified as a villain; more often, he or she simply represents a conflicting point of view. Sometimes the antagonist is not a character at all, but a situation (war, poverty), or an event (a natural disaster, such as a flood or a storm) that challenges the protagonist.

II. Types of Conflict

There are two types of conflict:

1. Internal conflict

Internal conflict is a struggle within one's self; a person must make some decision, overcome pain, quiet their temper, resist an urge, etc. Internal conflicts occur when a character is in disagreement with himself or herself, or a character struggles with an ethical or emotional challenge. Specifically, this occurs when a character has two or more values or traits in opposition. You can identify an internal conflict when you sense that a character is constantly
asking himself or herself "Am I doing the right thing?" or "Should I speak out against this behavior?"

2. External conflict
External conflict is a struggle with a force outside one's self. External conflicts arise from obstacles located outside the protagonist including nature, the supernatural, or society. External conflict could be man against nature (people in a small lifeboat on a rough ocean) or man against man. External conflict can also be the conflict that occurs when a human encounters a physical challenge, like when a family is lost in a snowstorm.

III. Kinds of Conflict
There are four kinds of conflict:

1. Man vs. Himself/Herself (psychological)
Man against himself/herself is a conflict in between man and himself. The leading character struggles with himself/herself; with his/her own soul, ideas of right or wrong, physical limitations, choices, etc.

2. Man vs. Man (physical)
Man against Man is as a conflict between two or more characters of the same kind. The leading character struggles with his physical strength against other men, forces of nature, or animals.

3. Man vs. Society (social)
Man vs. Society is a conflict between the protagonist and the society in general. The leading character struggles against ideas, practices, or customs of other people.

4. Man vs. Fate, Nature, or Circumstances of Life (classical)
Man against Fate, Nature, or Circumstance of Life is the theme in literature that places a character against forces of nature. The leading character struggles against fate, or the circumstances of life facing him/her. This can be a conflict in which the character is against elements outside of the natural realm (Supernatural). These include encounters with ghosts, extraterrestrials, external spiritual experiences, and other unexplained occurrences.
IV. Levels of Conflict

There are three levels of conflict:

1. Intrapersonal conflict
   Intrapersonal conflict is unique among the types of conflict, in that it does not necessarily occur as a result of social context. Intrapersonal conflict takes place within an individual. This sort of conflict is present wherever an individual behaves in a way that is in direct contradiction to how they really think or feel.

2. Interpersonal conflict
   Interpersonal conflict describes those clashes that occur when individuals who find themselves working or living in the same location are unable to come together in order to accomplish a goal or objective. Sources of interpersonal conflict include the lack of a common background, personality issues and differences in lived experience.

3. Intragroup conflict
   Intragroup conflict occurs in the context of an organization or military command. It involves numerous members of the group. Perhaps the most common symptom of intragroup conflict is severe lapses in communication. This results in the group being unable to cohere to accomplish goals and objectives.

V. Group Work

A. Each student should own the novel written by Bernhard Schlink The Reader as the main course book and material.
B. Read and make the summary about content of novel in your own words.
C. Make a group of four or five and choose three or four chapters in the novel that interest you much.
D. In your group make the brief summary and then analyze the conflicts found in the story. You may also analyze about the theme, plot, setting, symbol, character, and value or message.
E. Group presentation.
References:
http://www.ehow.com/list_7211141_three-levels-conflict.html
http://homeworktips.about.com/od/writingabookreport/a/conflict.htm
http://www.oppapers.com/essays/Conflicts-Throughout-Literature
http://en.wikipedia.org/wiki/Conflict_%28narrative%29
http://www.writing.com/main/view_item/item_id/-Conflict-in-the-Short-Story