FACTORS AFFECTING IKAL’S PERSONALITY DEVELOPMENT IN ANDREA HIRATA’S THE RAINBOW TROOPSSARJANA PENDIDIKAN THESIS

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

By
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2015
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Yogyakarta, 21 January 2015
Faculty of Teachers Training and Education
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Dean,
Rohandi, Ph.D.
-Life is what happens to you while you’re busy making other plans-
(John Lennon)

This thesis is dedicated to
My beloved parents
My amazing sister and brother
STATEMENT OF WORK’S ORIGINALITY

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

Yogyakarta, 21 January 2015

The Writer

Agatha Dwi Ira Davina
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Agatha Dwi Ira Davina
ABSTRACT

Davina, Agatha Dwi Ira (2015). Factors Affecting Ikal’s Personality Development in Andrea Hirata’s The Rainbow Troops. Yogyakarta: English Language Education Study Progam, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study analyses a novel entitled The Rainbow Troops by Andrea Hirata. This novel is about the journey of life of the narrator, Ikal. The author describes the characteristic of every character clearly through the narrator’s point of view, social life, attitudes, behaviors, and thoughts. Ikal, the main character runs into personality development which is affected by people and surrounding things.

In this study there are two research problems analyzed: (1) How is Ikal’s personality portrayed in the novel? (2) What are the factors affecting Ikal’s personality development in the novel?

This study uses psychological approach because this study focuses on personality development. The character’s behavior and thought can be understood more appropriately through psychological approach since this approach intends to understand human’s behavior and personality. Based on the analysis there are two findings. The first finding is Ikal’s characteristics and the second finding is factors affecting Ikal’s personality development.

Ikal is portrayed as a small, curly-haired boy who comes from a poor family. Ikal is diffident, sensitive, comedic, ungrateful, and hard-working boy. He is also a fantasist. There are four factors affecting Ikal’s personality development; they are educational determinant, changes in environment, strong motivation, and changes in significant people. There are some evidences which affirm that those factors affecting Ikal’s personality development. They are Muhammadiyah School, Pak Harfan, Bu Muslimah, Lintang, Laskar Pelangi, James Herriot’s If Only They Could Talk, Soekarno’s spirit in study, friendship, love, feeling of guilt, Erin’s enthusiasm, life adversity, and Tsunami in Aceh.

The researcher provides some suggestions for future researchers who are interested in analyzing Andrea Hirata’s The Rainbow Troops. In addition, the researcher provides an article as an example of what happen to young learner in big city in Indonesia. The researcher provides implication in education of life-respect.

Keywords: The Rainbow Troops, Personality Development, Factors
ABSTRAK


Studi ini menganalisis sebuah novel yang berjudul The Rainbow Troops karangan Andrea Hirata. Novel ini mengenai perjalanan hidup dari sang narrator, Ikal. Sang penulis menggambarkan karakteristik setiap karakter dengan jelas melalui sudut pandang narrator, kehidupan sosial, sikap, tingkah laku, dan pemikiran. Ikal, sang tokoh utama mengalami perkembangan kepribadian yang dipengaruhi oleh orang-orang dan hal-hal disekitarnya.

Didalam studi ini terdapat dua masalah yang dianalisis: (1) Bagaimana karakter Ikal digambarkan di dalam novel? (2) Faktor apa saja yang mempengaruhi perkembangan kepribadian Ikal di dalam novel?

Studi ini menggunakan pendekatan psikologi karena studi ini fokus pada perkembangan kepribadian. Tingkah laku dan pemikiran karakter lebih tepat dipahami dengan menggunakan pendekatan psikologi karena pendekatan ini ditujukan untuk memahami tingkah laku dan kepribadian manusia. Berdasarkan analisis yang telah dilakukan terdapat dua kesimpulan. Kesimpulan pertama adalah mengenai karakter Ikal dan kesimpulan kedua adalah faktor-faktor yang mempengaruhi perkembangan kepribadian Ikal.

Ikal digambarkan sebagai anak laki-laki yang kecil, memiliki rambut keriting dan berasal dari keluarga yang miskin. Ikal adalah anak laki-laki yang tidak percaya diri, sensitif, memiliki rasa humor, tidak bisa bersyukur, dan pekerja keras. Dia juga adalah orang yang suka berfikir dan berpikir. Ada empat faktor yang mempengaruhi perkembangan kepribadian Ikal adalah pengaruh yang berhubungan dengan pendidikan, perubahan lingkungan, motivasi yang kuat, dan perubahan pada orang yang penting. Terdapat bukti-bukti yang menguatkan bahwa faktor-faktor tersebut mempengaruhi perkembangan kepribadian Ikal, yaitu Sekolah Muhammadiyah, Pak Harfan, Bu Muslimah, Lintang, Laskar Pelangi, Buku James Herriot berjudul If Only They Could Talk, semangat belajar Soekarno, pertemanan, cinta, perasaan bersalah, semangat Erin, keterpurukan hidup, dan bencana tsunami di Aceh.


Kata Kunci : The Rainbow Troops, Personality Development, Factors
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Agatha Dwi Ira Davina
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CHAPTER I
INTRODUCTION

This chapter is divided into five parts. The first part is background of the study. This part explains the topic of the discussion and the reason of choosing the book to be analyzed. The second part is problem formulation, which states the research questions. The third part is the objectives of study which explains the purpose of the study. The fourth part is the benefits of study. It explains the benefits of the study for both the writer and the reader. The last part is the definition of term. It discusses the definition of the important terms in study to avoid misunderstanding.

A. Background of the Study

Literary works aim to entertain as well as to educate people who read it. When somebody reads literary works, for example a novel, they can explore the novel through their own perceptions. They can experience so many emotions and see in different ways how this part is considered funny or sad. They can laugh, cry, and also feel curious while reading the literary works. Abrams (1981) states “Literature is an imitation, or reflection, or representation of the world and human life” (p.36). Thus, literature can be said as a portrait of human life. People will find the relation between the situation in the novel and in their lives. People also can arouse their feelings and emotions while reading the literary works.
Moody (1968) states:

Literature presents the readers with a wide range of situations and predicaments, which seem to stimulate some kind of emotional response; and also that, on the whole, the writers of literature present those situations in ways which enable the reader to explore and develop their feelings in an appropriate human way. (p.71).

Reading literary works enables people to recognize different characteristics of people as well as experience different situations that someone may not experience in the real life. In addition, readers can see the various ways of thinking that appear in the literary works. Moreover, they can also respond to the problems or situations that exist in the literature. In other words, reading and enjoying the literary works can help the readers in exploring their feelings and interpretation. Indirectly, people who read literature are not only entertained but also educated.

Hirata’s The Rainbow Troops is one of many novels which can give the readers both entertainment and education. This novel tells the life of a bunch of kids who call themselves Laskar Pelangi or The Rainbow Troops. They live in poverty but they still have passion to study and make their lives better. The Rainbow Troops consists of 11 kids; they are Ikal, Lintang, Mahar, Sahara, Syahdan, Kucai, A Kiong, Borek, Trapani, Harun, and Flo. The writer chooses this novel as the object of study because of two reasons. First, this novel tells about daily activities of some people in Indonesia several years ago, when so many people lived in poverty in a rich land called Belitong land. Belitong land is a land which has never been exposed by other novelists. Second, this novel tells a bunch of kids who tried to survive in their poverty and had wonderful spirit in themselves to keep studying in their poor school, SD / SMP Muhammadiyah
Ganton. The writer is inspired by the spirit of some people in the novel, the spirit of surviving in the difficulties, the spirit which is so difficult to find nowadays.

Understanding the personality of the characters is needed to understand the novel better. The writer chooses personality development to be analyzed because personality development is related to human psychology, and it happens in the real life. Therefore indirectly, both writer and reader can learn how to see other’s personality development in the real life and what the factors affecting it. Being able to see and understand people’s personality development in the real life is very important, because it can help people to behave on someone’s change. The writer chooses Ikal’s personality to be analyzed because Ikal is the main character in the novel and this novel comes from Ikal’s perspective. There are some factors which affect Ikal’s personality development. This study focuses on Ikal’s personality development.

B. Problem Formulation

Based on the background of the study, the writer formulates two research questions to be analyzed. The questions are:

1. How is Ikal’s personality portrayed in Hirata’s *The Rainbow Troops*?

2. What are the factors affecting Ikal’s personality development as seen in Hirata’s *The Rainbow Troops*?
C. The Objectives of Study

This study has two objectives. The first objective is revealing Ikal’s personality that is portrayed in Hirata’s *The Rainbow Troops*. The second objective is finding out the factors affecting Ikal’s personality development as seen in Hirata’s *The Rainbow Troops*.

D. Benefits of the Study

This study has some advantages. Firstly, the study will help the readers to see Ikal’s personality development which is supported by some evidences and theories. When the readers read other novels, they can see someone’s personality development easier than before they read this study, because they already learn how to see someone’s personality development through this research. Secondly, the study is expected to help readers to reach better understanding on Ikal’s personality development. For the future researchers who write about Hirata’s *The Rainbow Troops* or write about personality development as their choice, this study can be used as a reference for their studies.

E. Definition of Terms

In order to avoid misunderstanding of some terms used in this study such as personality, development, personality development, and also factor, below are some brief explanations of those words.
1. Personality

Allport (1961) states that personality is a dynamic organization within the individual of those psychological systems that determine his characteristics, behavior and thought (as cited in Engler, 2008, p.264). In this study, personality means Ikal’s dynamic organization that determines his characteristics, behavior and thought.

2. Development

According to Lemme (1995) development is “systematic changes in behavior over time that result from interaction between the individual and the internal and the external environment” (p.8). In this study, the development of Ikal's personality means the systematic changes in Ikal’s personality that result from the interaction between himself and his external environment. It means that the development which happens to Ikal’s personality is influenced by internal factor and also external factor.

3. Personality Development

From the previous definition of personality and development, it can be concluded that personality development is a systematic changes of dynamic organization in behavior influenced by internal and external factor in his/her life. Hurlock (1974) defines personality development as a stage in growth of a constantly changing and evolving process within an individual. Personality development here means the process of changing and evolving which happens to Ikal.
4. **Factor**

Feist and Feist define factor as a term that is used more generally to include any underlying aspect of personality (2006). The term factor here is used to represent the aspects that influence Ikal’s personality development. In this study, the aspects which are included as factors that influence Ikal’s personality development are determinant and conditions.
CHAPTER II

REVIEW OF RELATED LITERATURE

This part is divided into three parts. The first part is the review of related study which deals with the related study which has the same object and topic as this study. The second part is the review of related theories which reveals the theories and approach that support the study. The last part is theoretical framework which explains brief summary about the theories that will be used in this study.

A. Review of Related Studies

In the following studies of Andrea Hirata’s *The Rainbow Troops*, the researcher reviews two selected studies. The first one is Evi Susanti who is the alumnus of English Letters Study Program, Sanata Dharma University and the second one is Ernesa Novita Listyaningsih who is the alumnus of English Language Education Study Program, Sanata Dharma University. Evi Susanti wrote a study entitled *Translation Accuracy based on the Translation Strategies in Translating Names and Terms Related to Plant in Andrea Hirata’s Laskar Pelangi into The Rainbow Troops*. Evi was interested in what translation strategies are applied in translating the terms related to the names of plants in
Hirata’s *The Rainbow Troops* and also how accurate the translation is based on the translation strategies (2012, p. 4).

The second alumnus is Ernesa Novita Listyaningsih who wrote a thesis entitled *A Study of Symbols in Andrea Hirata’s The Rainbow Troops*. Ernesa discussed some symbols in Hirata’s *The Rainbow Troops* and the significance of the symbols on the theme conveyed in Hirata’s *The Rainbow Troops* (2011, p. 5). She chooses five symbols to discuss; they are the rainbow troops, Lintang, the *Filicium* tree, the Ferris wheel, and the crocodile. She proves that those symbols have deeper significance than the literal meanings in the novel. She finds out that the symbols convey something beyond the literal meaning, and the symbols relate to the theme. Ernesa’s study and Evi’s study have different objectives. Ernesa’s study discusses the symbols in Hirata’s *The Rainbow Troops*, while Evi’s study discusses translation from *Laskar Pelangi* into *The Rainbow Troops*. In this study, the researcher chooses to do a study on the factors affecting Ikal’s personality development. The researcher finds that Ikal is developing his personality, and in his development he gets some influences. In this study the writer tries to discover the factors affecting Ikal’s personality development as seen in *Hirata’s The Rainbow Troops*.

**B. Review of Related Theories**

In this sub-chapter, the writer explains the theories used in the study which is related to the topic about the factors affecting Ikal’s personality development as seen in Andrea Hirata’s *The Rainbow Troops*. The researcher uses the theory of
character and characterization, theory of personality, and theory of personality development.

1. Psychological Approach

Psychology is a science focusing on human’s behavior. Psychological approach is an approach which uses psychological point of view to analyze the story and the character’s characteristics. In this study, the psychological approach is used to analyze the character’s characteristics and its development.

According to Rohrberger and Woods (1971), psychological approach comes from human mind’s exploration.

The psychological approach leads to the exploration of the unconscious of the human mind, which lead to the conclusion that it is this area that is the wellspring of man rich imagination, his capacity for creation and the complexity of this thought, behavior, and that the contents of his region of the mind find expression in symbolic words, thoughts, and action (as cited in Guerin, Labor, Morgan, Reesman, and Willingham, 2005, p.13).

Psychological approach is used as the main entrance to analyze the story, certain characteristics, or a habit. In this study, the psychological approach will be used to analyze how significant people or things influence the main character’s personality development.

2. Character and Characterization

Foster (1974) states that there are two types of characters; round character, and flat character. Round character is usually the main character on the fiction. This character is more complex than the flat one. The flat character is usually the minor character in the story, and it is less complex than the round one (pp. 46 - 54).
Pickering and Hoeper (1986) divide characters into two categories: static character and dynamic character. Static character does not have the capability to develop or to change. Dynamic character has the capability to develop or change because of experiences (p.29).

Murphy (1972) states that to reveal characteristics out of a character there are nine ways (pp.161-173). The first is through personal description. The author describes a person’s appearance literally and also the clothes. The second is character as seen by another. The author uses the other person to reveal one’s characteristics through their opinions about the character. The third is the speech. Through the speech the author gives the readers the insight about the characteristic. Therefore, while the character is speaking, having conversation with the others, or throwing his opinion, the character gives the readers a clue to what person he/she is.

The fourth is past life. The author tells the readers about the past life of the character, and the author can give the reader a clue to shape the character. The clue can be a direct comment from the author, the character’s thoughts about him/herself, and also the conversation with other characters. The fifth is a conversation of others. People do talk about another person, so the author can give the reader some clues through the conversation of other people and the things they say about the character. The sixth is reaction. The author can give the reader a clue through how the character reacts to some situations or events.

The seventh is a direct comment. This one is easy to understand, because the author gives comment directly about the characteristics of the character. The
eighth is thoughts. The author can give the readers direct knowledge of what a person thinks about, and it can be a good clue to guide the readers to know the characteristics. The last is mannerism. The author can describe a person’s mannerism and habits, which could lead the readers to know about the characteristics.

3. **Personality and Character**

According to Hurlock (1974), human life consists of two aspects; they are individual and social aspects. The individual aspects focus on physical changes and individual’s personality development which is influenced by individual’s early experience with her/his family and the important events that happened outside home or social aspects (pp.19-20). Furthermore, Hurlock (1974) explains that personality is determined by physical appearance, intellectual aspect, emotional aspect, social aspect, sex, educational aspect, and family.

Physical determinant is related to how physical appearance influences someone’s personality. Physical appearance influences the personality both directly and indirectly. Direct influence means the body determines what people can and cannot do. While indirect influence means that a person adjustment to live is influenced by the way he/she perceives his/her body in relation to others’ bodies, his/her ideal, culturally standards, and evaluation of his/her physical abilities and disabilities by others. (p.143)

Intellectual determinant is related to the ability of problem solving. How the person uses his/her intelligence is going to determine how successful his/her adjustment will be (p.173). Emotional determinant relates emotion to the direct
and indirect effect of emotion and to the personality shaping. The direct effect comes from the physical and mental disturbance, while the indirect effect comes from the social reaction toward the person (p.201). Social determinants come from the social group where the person lives. The social group has an expectation that every person who wants to belong to that group to adjust or confront to its standard (p.232).

Another factor that determines person’s personality is sexuality. This factor influences a person’s personality development directly and indirectly. The direct effects come from the sex hormones that determine the growth rate of individual, the body formation, functioning, and quality of behavior. While the indirect effects come from the role based on sexes which affected by three important things; namely cultural influence, significant people and social pressure (pp.292-293).

Educational factors also determine person’s personality. The school provides the person’s first real opportunity to individual appraise his/herself and his/her realistically free from parental help (p.322). Educational determinant also involves a person’s role as a student and related to school environment. Person’s personality will be affected by the educational environment; teachers and classmate. An educational institution provides young people a chance to reach their dreams and goals by teaching these young people to know their weaknesses and strengths (p.349).

According to Hurlock (1974), family determines personality directly by molding and communication. Parents transmit attitudes and values by telling their
children how they suppose to feel and behave in different situation. While indirectly, family influences personality development by identification. (p.177)

4. Personality Development

Allport (1961) states that personality is a dynamic organization within the individual of those psychological systems that determine his characteristics, behavior and thought (as cited in Engler, 2008, p.264). Personality actually reflects who the human being is and is able to be changed. According to Schiamberg and Smith (1982), “Development refers to the changes happening to human beings during their lifetimes” (p.5). People change throughout their lifetimes. According to Hurlock (1974), there are so many aspects which can be the reasons of personality change (pp.121-126).

a. Categories of Change in Personality

According to Hurlock (1974), there are three categories of change in personality. They are better versus worse, quantitative versus qualitative, and slow versus rapid changes. The first is better versus worse, which means personality changes for better or for worse, based on the adjustment the person makes at the time. The second is quantitative versus qualitative. A qualitative change means “either the complete replacement of a desirable trait by an undesirable one or vice versa”. While a quantitative change means characteristics that are already present will be reinforced, strengthened, and weakened (p.121).

The third is slow versus rapid. According to Hurlock (1974) “Changes are regarded as slow if they are barely perceptible, while rapid changes are readily
apparent to all” (pp.121-122). By seeing the process, we can identify whether the personality changes slowly or rapidly. The personality changes usually are slow because it needs a process to change from the previous behavior and to learn the new behavior.

b. Variations in Personality Changes

According to Hurlock (1974), there are three variations in personality changes. They are ages of change, kinds of people, and areas of personality pattern. Ages of change means ages influence the change of personality. The personality pattern itself means subject to change in early years of human’s life, but it is still possible to occur at any age in somebody’s lifetime.

Kinds of people means personality changes are based on the kinds of people. There are outer-directed people and inner-directed people. Outer-directed people are susceptible to social pressures and significant people in their lives. Inner-directed people are people who tend to not have many personality changes in their lives since they have had their own goals in their lives. There are some areas of personality that cannot be changed, they are self-concept attitude, belief, values, and inspiration (p.123). The other areas can still be changed or remain stable.

Personality development is the process of developing the qualities to make somebody different. Each person has their own uniqueness. It is because each person has their own personality development to solve the problems.

c. Conditions which are Responsible in Personality Changes

According to Hurlock (1974), there are eight conditions responsible in personality changes (pp.124-130). They are physical changes, changes in
environment, changes in significant people, changes in social pressures, changes in roles, strong motivation, changes in the self-concept, and psychotherapy.

The first condition is the physical changes. Physical changes are caused by some factors such as illness and injuries. Puberty also causes some physical changes. The physical changes can make someone’s personality in self-concept is changed.

The second condition is the changes in environment. The physical environment and the social environment are responsible for someone’s personality development. Physical environment is a place where a person lives. There are some physical factors such as climate, location, size, and convenience of home which affect people in numerous ways. Richter (2006) states that “our parents, siblings, friends, and neighborhoods all influence us” (as cited in Lahey, 2009, p. 101).

The third condition is the changes in significant people. Hurlock (1974) says that “When the significant people in an individual’s life change, and when he tries to adapt his pattern of behavior and his attitudes, beliefs, values, and aspirations to theirs, changes in their personality pattern are inevitable” (p.126). It means when certain people change their pattern of behavior, thought, or belief, it can bring some influences to other people. In other words, people will try to adjust their behavior, thought, or belief along with the changing of the significant people.

The fourth condition is the changes in social pressure. The changes in social pressure usually force people to adapt so he/she can be accepted socially. Hurlock (1974) states that “Strong social pressures to conform to a socially approved
personality pattern this encourage changes in certain aspects of the personality” (p.126). It means that the pressure that comes from social environment can change someone’s personality, because people will adjust their personality so they can be approved socially.

The fifth condition is the changes in roles. Every individual has their own role. Someone’s role may change because of the change of the surrounding situation. Hurlock (1974) states that “A child changes from being a dependent to being economically independent person when he is old enough to become a wage earner” (p.127). In other words, when someone’s life role is changing, his/her personality will change too. For example, children change from being irresponsible to being responsible when they become parents, because they have children to look after.

The sixth condition is the strong motivation. According to Hurlock (1974), “when the motivation to improve the personality pattern is strong enough, changes can be effected” (p.127). Actually, strong motivation is one of the most important factors in somebody’s personality development. An individual’s personality development may be influenced by strong motivation which comes from him. The seventh condition is the change in self-concept. This is the center of personality development. Hurlock (1974) states that “Self-concept is the core of the personality pattern and, as such, determines the kind of adjustment the person will make, a change in the self-concept will bring about a change in entire personality pattern” (p.128). In addition, Hurlock (1974) states, “changing one’s self-concept requires tremendous self sight” (p.128). In other words, when someone’s self-
concept is changing, it does not only change his/her personality, but also his/her whole life.

The eighth condition is the use of psychotherapy. Psychotherapy is required to change someone’s self-concept. Hurlock (1974) states that “psychotherapy is based on the assumption that a poorly adjusted person can make better adjustment if he is helped to develop a more favorable self-concept” (p.129). It means that even though someone has strong motivation to change, he/she may require professional’s help to change his/her self-concept. Psychotherapy is based on the assumption that a poorly adjusted person can do better adjustment if there was a professional to help him/her out.

5. Factors in Personality Development

Cloninger (2004) states that “Society affects personality development. It provides tasks and models, and it influences the way parents raise children (p.471).” This one is easy to be understood because it takes an example from two of the closest environment around us, society and family. What happens in society can be a factor of someone’s personality development. Someone who lives in certain society will adapt with his/her environment to be accepted. The society also provides models for parents to look up to. The behavior that has influenced parents from the society must affect the way parents raise their children. The way parents raise their children surely become model for their children. The children see, learn, and imitate their parents’ behavior.

Cloninger (2004) states,” Much remains to be done to adequately understand the role of social influences on personality, but we can be sure that some of the
motivation that direct people are shaped by their culture (p.6).” This statement clearly states that the environment which influences personality development comes not only from the social side, but also from the culture side, and they are related to each other.

According to Cloninger (2004), “childhood experience potently influences adult personality” (p.49). Further, Cloninger states that “most theorists agree that important personality development occurs in childhood” (p.472). From both statements, childhood is the phase when an individual experience personality development. It is also stated that the phase of childhood is one of the strongest phases which influences personality development. This statement can be a warning for all parents to pay attention to what is happening to their children’s childhood.

C. Theoretical Framework

This study discusses the factors affecting Ikal’s personality development in Hirata’s The Rainbow Troops by using some theories. There are two problems to be answered. The first problem is to find out the characteristics of the character, Ikal. These characteristics are revealed by using the theory of character and characterization. Writer chooses to use Murphy’s (1972) theory of characterization to reveal Ikal’s characteristics. Murphy’s theory originally consists of nine ways to reveal someone’s characteristics; namely personal description, character as seen by another, speech, past life, conversation of others, reaction, direct comment, thoughts, and mannerism. This study does not use all of
the ways, because there are only three ways that can be applied in this study. This study analyzes the information about Ikal’s characteristic through personal description, reaction, and thoughts.

The second problem is to reveal the factors which are affecting Ikal’s personality development as seen in Andrea Hirata’s *The Rainbow Troops*. The researcher uses Hurlock’s (1974) theory of personality development to help the writer sees how the factors affect Ikal’s personality development. There are four theories of Hurlock (1974) that are used to see Ikal’s personality development; namely educational determinant, changes in environment, strong motivation, and changes in significant people.
CHAPTER III
METHODODOLOGY

This chapter consists of three parts, namely object of the study, the approach, and the method of the study. The first part is object of the study. This part explains the focus of the study which concerns with the primary data of the study. The second part is the approach. This part explains the use of the approach in analyzing the novel. The last part is the method of the study. This part explains the step taken in doing the analysis.

A. Object of the Study

The object of the study is a novel entitled *The Rainbow Troops* which was published in 2005 by Bentang Pustaka. This novel is the first novel of *The Rainbow Troops* quartet. The other three novels are *Sang Pemimpi* (*The Dreamer*), *Edensor*, and *Maryamah Karpov*. The novel was firstly written in Bahasa Indonesia entitled *Laskar Pelangi*, and then in 2009 the novel was translated into English by Angie Kilbane. Andrea Hirata’s *The Rainbow Troops* had been sold for more than five million copies and had been adapted into a movie by Miles Production in 2008.

*The Rainbow Troops* consists of 470 pages and is divided into 48 chapters. The first 43 chapters are about the childhood of the rainbow troops, and the 5 rest chapters are about twelve years later memories. It tells the struggle of ten students
in poverty. They struggle to keep studying even there are so many people suspect their ability to even pass elementary school.

B. Approach of the Study

In this study, psychological approach was applied. Psychological approach focuses on the psychological side of human life. The character’s thought and behavior can be understood better by using the psychological approach since this approach aims to understand the pattern of human personality and behavior.

This approach was used to analyze the factors affecting Ikal’s personality development. Personality involved pattern of thought, behavior, and feeling. This main focus of this study was the influence of some factors in Ikal’s personality development as seen in the novel. The psychological approach was applied to find out what was going on within Ikal and the factors affecting his personality development.

C. Method of the Study

The method of the study used was library research. The primary data was Andrea Hirata’s novel entitled The Rainbow Troops. The secondary data were books of character and characterization and also books of personality development.

There were some steps taken in conducting this study. Firstly, the researcher read the novel several times in order to understand the novel better. Secondly, the researcher found the topic to be discussed and also the problem formulation to be answered later. Thirdly, the researcher found some references related to the study.
Fourthly, the researcher did the analysis based on some references. To help the researcher in analyzing the novel, mind map is used in this study. Afterwards, the researcher made a conclusion and also gave some suggestions for the future researchers, and suggestions for helping teachers and parents in providing some experiences of life struggling and education in remote area to give new perspective to children about life-respect
CHAPTER IV

ANALYSIS

This study focuses on Ikal’s personality development. Based on the problem formulations, this chapter is divided into two parts. The first part is the discussion of Ikal’s character in Hirata’s *The Rainbow Troops*. The second part is the discussion of the factors which affect Ikal’s personality development.

A. The Characteristics of Ikal

This part discusses Ikal’s characteristics. According to Foster (1974) there are two categories of character, namely: round character and flat character. Ikal is included as the round character because he is the major character in this novel and this novel is told from his point of view (pp.46-54).

Pickering and Hoeper (1986) divide characters into two categories, namely static character, and dynamic character. Static character does not have the capability to develop or change. Dynamic character has the capability to develop or change because of experiences (p.29). Based on the explanation, Ikal is included as the dynamic character because his character has a capability to change or to develop in this novel.

Murphy (1972) states that there are nine ways to reveal someone’s character (pp.161-173). They are through personal description, through character as seen by others, character’s speech, character’s past life, conversation of others, character’s
reaction, the direct comment from the author, the character’s thought, and mannerism. Some of those are used to reveal Ikal’s character in this novel.

In the beginning of the novel, Ikal is described as a kid who is ready to enter elementary school in Belitong. Also, in the beginning of the novel, he is described as a poor, sensitive, diffident, comedic, ungrateful, fantasist, and hard-worker boy. Ikal’s characteristics can be seen through the personal description, thoughts, and reactions.

1. **Physical and Social Description**

   According to Murphy (1972), personal description is one of nine ways to reveal someone’s characteristic. Ikal’s personal description is shown by his own thoughts about his desk mate, Lintang while he hears a conversation between Lintang and Bu Mus. Through this thought, Ikal is described as a small boy and curly-haired boy.

   Without a doubt, all previous generations of men from this pine tree man’s family were unable to lift themselves from the endemic cycle of poverty, inevitably, becoming fishermen in the Malay community. These fishermen were unable to work for themselves – not for lack of sea, but lack of boats. This year, Lintang’s father wanted to break that cycle. His eldest son, Lintang, would not become a fisherman like himself. Instead, Lintang would sit beside the other small boy with curly hair – me – and would ride a bike to and from school every day. (p.11)

   Ikal’s social condition is known from his own thought. In this part, he just thought about his classmates who are his neighbor and as poor as him. Through his thought, Ikal’s family is known as one of the poorest families in Belitong.

   The rest of them were my good friends. Like Trapani sitting on his mother’s lap, or Kucai sitting next to his father, or Sahara, who earlier had gotten very angry at her mother because she wanted to go into the classroom quickly, or Syahdan, who wasn’t accompanied by anyone. We were neighbors, and we were Belitong-Malays the poorest community on this island. As for this
school, Muhammadiyah Elementary School, it too was the poorest village school in Belitong. (pp.3-4)

After that first day, Ikal and his friends, kids who are the members of the poorest community of Belitong Island become good friends. They spend great moments together. With so many differences between them, they make each other better.

2. Personality Description

a. Diffident

As previously mentioned, Ikal comes from a poor family. His parents do not have enough money to buy his needs as a new student in Elementary school. Before the school year begins, his mother buys him a new pair of shoes. Her mother gives him a new pair black and white shoes.

One more thing made matters even worse: a new pair of shoes my mother had bought me. I tried to hide the sight of my shoes by tucking my feet behind me. Black white stripes and made of plastic, they looked like really ugly soccer shoes. This morning at breakfast, my older brothers laughed so hard their stomachs hurt (p.13)

From Ikal’s thought, he looks embarrassed. In his opinion, the new shoes that his mother has bought him are ugly. Therefore, he feels diffident. Through Ikal’s thought, it can be identified that he feels diffident with his appearance. It is proved by his action to hide his new shoes by tucking his feet behind him.

The characteristic is also seen in the first day of school. That day is the first time he meets Lintang. That day, Bu Mus decides who Ikal’s deskmate is. After knowing that he already gets a deskmate, Lintang cannot hold his enthusiasm back. Knowing Lintang’s enthusiasm, Ikal just stands motionless outside the classroom.
“Pak Cik, your son will share a desk with Lintang.” Bu Mus said to my father.
Oh, so that is his name, Lintang. What a strange name.
Hearing the decision, Lintang squirmed around, struggling to break loose so he could enter the classroom. His father was trying hard to calm him down, but Lintang wriggled free, pulling away from his father’s grasp, then jumped up and rushed into class to find his seat on his own. I was left behind, watching from outside. He was like a little kid sitting a pony-delighted, not wanting to get down. He had just leapt over fate and grabbed education by the horns. (pp.9-10)

b. Sensitive

Ikal is a sensitive boy. He is easy to be distressed by the environment around him. Like a moment when he is in the beginning of his first school year. That time, for opening a new class, the school needs ten students to keep the school open. That rule is the government rule for Muhammadiyah Elementary School.

On the due time, there are just nine of them.

“Nine people, just nine people, Pamanda Guru, still short one,” she said anxiously to the principal. Pak Harfan stared at her with an empty look in his eyes.
I too felt anxious. Anxious because of the restless Bu Mus, and because of the sensation of my father’s burden spreading over my entire body. Although he seemed friendly and at ease this morning, his rough arm hanging around my neck gave away his quick heartbeat. I knew he was nervous, and I was aware that it wasn’t easy for a 47-year old miner with a lot of children and a small salary to send son to school. It would have been much easier to send me to work as a helper for a Chinese grocery stall owner at the morning market, or to the coast to work as a coolie to help ease the family’s financial burdens. Sending a child to school meant tying oneself to years of costs, and that was no easy matter for our family. (p.2)

Ikal’s reaction shows that he is a sensitive boy. By listening Bu Mus says about their shortage, he feels anxious. The restless Bu Mus and the sensation of his father’s burden make him more anxious. Only by hearing and watching people around him, he can feel his father’s worry.
My poor father.
I didn’t have the heart to look him in the eye. 
*It would probably be better if I just went home, forgot about school, followed in the footsteps of some of my older brothers and cousins, and became a coolie...* (p.3)

From Ikal’s thought it is shown that he is so sensitive with his father’s feeling. He even considers working instead of studying in a school. He realizes if he went to school he would financially burden to his family. Looking at his surrounding, he finds the same feeling in his friends’ faces. By looking at all the parents in the room, he guesses their thoughts. He feels all the kids’ worries.

The sun rose higher to meet the middle of the day. Waiting for one more student was like trying to catch the wind. In the meantime, the parents probably took the shortage of one student as a sign for their children—it would be better if they sent them to work. The other children and I felt heartbroken: heartbroken to face our disadvantaged parents, heartbroken to witness the final moments before the old school closed on the very day we were supposed to start, and heartbroken to know that our strong desire to study would be crushed just because we were lacking one student. Our heads hung low (p.6)

From Ikal’s thought of observation, he feels the same feeling with his friends. They have the same problems; that is poverty. Just by looking on the parents’ faces, he can dig their thoughts deeply. He can see the possibilities that can possibly happen to them.

c. Comedic

Ikal is pictured as a comedic boy. He can turn somebody’s words into a joke, but he prefers to keep that joke in his mind. Like a moment when they are told a story by Pak Harfan. It is a tale of Noah’s Ark and the pairs of animals saved from the epic flood.
“There were those who refused to heed the warning that flood waters were coming,” he said, beginning his story animatedly. We watched with enchantment and hung onto his every word.

“And so, arrogance blinded their eyes and deafened their ears, until they were crushed under the waves…”

The tale left a big impression on us. Moral lesson number one for me: If you are not diligent in praying, you must be a good swimmer. (p.24)

It is clear that there is no relation between being a diligent person in praying and being a good swimmer. That phrase is just Ikal’s reaction from the tale of Noah’s Ark that is told by Pak Harfan. Ikal turns some points from the tale into a joke and labels it as a moral lesson.

The next moment that shows that Ikal is a comedic person is when Bu Mus leads the session of introduction in the class. There is a moment when Bu Mus asks A Kiong to introduce himself in front of the class. Unfortunately, after long time, A Kiong still does not want to speak at all. Every time Bu Mus asks him to say his name and his address, he just answers it with a smile.

Bu Mus coaxed him one last time.

“Okay, this is your last chance to introduce yourself. If you aren’t ready yet, then you need to return to your seat.”

But instead of showing dejection at his failure to answer, A Kiong became even happier. He didn’t say anything at all. His smile was wide and his chipmunk cheeks flushed with color. Moral lesson number two: Don’t ask the name and address of someone who lives on a farm.

And so ended the introductions in that memorable month of February. (p.28)

It can be seen that as a reaction from A Kiong’s action of silence, Ikal makes a satire and calls it moral lesson number two. He has an opinion that people should not ask the name and the address of someone who lives on a farm. This sentence can be a proof that Ikal is a comedic person. The sentence that he made actually is a satire that mocks people who live on a farm as a people who do not
know how to mention their address, even their own names. In other words, Ikal says that people who live on a farm are not smart, because every day they see the same view and do the same thing on the farm. It is a little bit cruel actually, but he makes it smoother by saying that it is moral lesson number two. Therefore, it turns into a joke.

d. Ungrateful

It is told before that Muhammadiyah Elementary School in Belitong is one of among thousands poor schools in Indonesia that can collapse anytime and fall to pieces. It is clear that Muhammadiyah Elementary School as one of thousands poor schools in Indonesia does not have many things to support the students to have an ideal environment to study. As one of ten students that can study in Muhammadiyah Elementary School without any charge, Ikal is supposed to be grateful for having a place so called school to study. But instead of being grateful, some of his thoughts show that he is an ungrateful person by thinking that his school is not good enough.

Inside a proper classroom, such a display case usually held photos of successful alumni or of the principal with ministers of education, or vice-principals with vice-ministers of education; or it would be used to display plaques, medals, certificates, and trophies of the school’s prestigious achievements. But in our class, the big glass display case stood untouched in the corner. It was a pathetic fixture completely void of content because no government officials wanted to visit our teachers, there were no graduates to be proud of, and we certainly hadn’t achieved anything prestigious yet. (p.19)

It can be seen from Ikal’s thought that he is an ungrateful person. For those who are grateful, anything that they have is very important and precious for them. From the quote above, Ikal says “It was a pathetic fixture completely void of
content…” (p.19). The word “pathetic” itself according to *American Heritage Dictionary of the English Language* means “arousing or capable of arousing scornful pity”. By using the word pathetic, Ikal looks like a person who lacks respect. While he disrespect of the things that the school has, he is being ungrateful.

If seen from afar, our school looked like it was about to tumble over. The old wooden beams were slanted, unable to endure the weight of the heavy roof. It resembled a copra shed. The construction of the building hadn’t followed proper architectural principles. The windows and door couldn’t be locked because they were not symmetrical with their frames, but they never needed to be locked anyway. (p.19)

It can be seen from Ikal’s thought that he is an ungrateful person. Even though his school does not have so many facilities that support the learning process for the students, for a grateful person, anything that the school is supposed to be precious, and need to be guarded and taken care. Ikal says “…but they never needed to be locked anyway.” (p.19). By saying that the door does not need to be locked, it shows that Ikal does not be grateful for what his school has.

e. Fantasist

Ikal is a fantasist boy. He often fantasizes about so many things in his life. There is a moment when he gets the duty of buying chalk for school, and he accidentally gets the opportunity to see A Ling.

We were staring at each other closely…it was suddenly very quiet. We looked into each other’s eyes with a feeling I cannot describe with words. Her hands loosened around the pieces of chalk she had gathered, sending them back down to the ground. My own hands gripped the chalk even tighter, and it felt like I was holding tubes of popsicles. At that moment it seemed as if all the hands on all the clocks in the entire world stood still. All moving things froze as if God had captured their movement with a giant camera from the sky. The camera flash was blinding. I
saw stars. I was stunned; I felt like flying, dying, fainting. I knew that A Miauw was yelling at me but I didn’t hear it, and I knew that the shop was becoming smellier in its stuffy air, but my sense already died. My heart stopped beating for a few seconds before starting up again with an irregular rhythm, like an SOS distress code. I guessed the young girl with the heavenly nails standing stunned before my nose felt the same way (p.170)

From Ikal’s thought, it is known that Ikal is a fantasist person. He fantasizes all the things in his head. He also guesses the girl’s feeling. He just makes up all the things in his head as a way to express his feeling after seeing A Ling. Ikal says, “I knew that A Miauw was yelling at me but I didn’t hear it, and I knew that the shop was becoming smellier in its stuffy air, but my sense already died”(p.170). There is no way when someone knows that somebody else yells at him but he does not hear. Also, it seems impossible that someone’s sense suddenly died just because of a meeting with a person he likes. Ikal is trapped between his own fantasy and reality, so he cannot decide which one is the real one. In another part of the novel, Ikal even admits that he has the ability to fantasize.

The problem was that, other than badminton, I had no other talent. Actually I did have another talent, one I couldn’t be held accountable for: the ability to fantasize. I was rather ashamed to admit it (p.294)

From the quote above, it can be seen that Ikal himself admits that he is a fantasist. He calls his ability to fantasize as a talent, although he is ashamed to admit it. Fantasist itself according to Webster’s New World College Dictionary means a person who creates a fantasy or fantasies.
f. Hard Working

Ikal is a hard working boy. In his class, he is considered as a smart student. He makes the effort to get good grades and good understanding. Every night he studies so he can get good grades.

I studied hard every night, but never was I even a little close, not even a little, to surpassing Lintang. My grades were a tad better than the class average but way below his. I was always in Lintang’s shadow. Since the first quarter of the first grade, I perpetually received the second rank-it would never change, just as the surface of the moon will always look to me like a mother holding her baby. My archrival, my number one enemy, was my friend and deskmate, whom I loved like a brother (p.107)

Ikal studies hard every night. A lot of students barely want to study when they arrive at home. They prefer to play with their friends than to study. Meanwhile, Ikal always studies every night to get good grades and good understanding of the material. This activity shows that Ikal is a hard working boy.

Ikal has some interests, they are writing and playing badminton. He won a lot of trophies of badminton matches. To win such a lot of games, hard training must be needed.

When I wasn’t buying chalk, I occupied myself by diligently reading practical psychology books on self-development and becoming more fanatical about John Lennon’s inspirational sentence. The books suggested that I find my talents—and I had no doubt what those talents were: I had an affinity for writing, and I was skilled badminton player. I knew so because I always won first place in our badminton district. I had the trophies lined up at home. There were so many trophies that my mother used some as weights to hold down wash piles, as a door stops, or supports for the chicken pen walls. She used one as a hammer to crack open candlenuts. There was even a trophy from my latest competition with a pointy top that my father used to scratch his back. I always defeated my opponents by a landslide. Poor things; they practiced hard for months and months, ate half-cooked eggs every morning with jadam and bitter honey for extra strength, but they were helpless before me (pp.288-289)
He says that his opponents have to practice for months and months before the game. They even try many ways to make them stronger, for example by eating half-cooked eggs every morning for extra strength. By practicing for months and eating power-booster meal, his opponent must be very strong, and to beat those kinds of competitors there is no way for Ikal to not practice hard. Ikal says his house is full of trophies. That means that Ikal wins a lot of competitions. To defend his title as a champion, he surely has to practice and work hard.

### B. Factors Affecting Ikal’s Personality Development

In the beginning of the story, Ikal is known as a sensitive, ungrateful, diffident, comedic, and curious little boy. In analyzing Ikal’s personality the writer uses Hurlock’s (1974) theory of personality development. According to Hurlock (1974), there are seven determinants that determine person’s personality, namely physical determinant, intellectual determinant, emotional determinant, social determinant, sex determinant, educational determinant, and family determinant (pp.19-20). From seven determinants the writer narrows the discussion into one determinant; educational determinant.

#### 1. Educational Determinant

Educational factors also determine person’s personality. The school provides the person’s first real opportunity to individual appraise his/herself realistically and free from parental help (p.322). Educational determinant also involves a person’s role as a student and is related to school environment. Person’s personality will be affected by the educational environment; teachers and classmate. An educational institution provides young people a chance to reach
their dreams and goals by teaching these young people to know their weaknesses and strengths. (p.349). According to Hurlock, the educational environment can influence person’s personality. This novel tells the struggling of member of The Rainbow Troops and their teachers; Pak Harfan and Bu Mus to defend Muhammadiyah Gantong School and to fight for their education and lives. Educational environment means a lot for Ikal’s personality development, since almost a hundred percent of the novel is about The Rainbow Troops, Ikal’s friends, the students of the poorest school in Belitung.

In the beginning of the story, Ikal is pictured as a sensitive boy. He feels many things deeply. As times goes by, he becomes more sensitive than before.

“Say your prayers on time, and later your reward will be greater,’ Bu Mus advised. Wasn’t this testimony inspired by surah An-Nisa in the holy Koran, spoken hundreds of times by hundreds of preachers at the mosque and often echoed by members of the religious community? Somehow, when spoken by Bu Mus, those words were different and more powerful, resounding in our hearts. We later felt the remorse when we were late for prayer (p.48)

By saying the testimony inspired by surah An-Nisa, Bu Mus touches her students’ hearts, especially Ikal’s. She just copies a surah from holy Koran, a surah that so many preachers often deliver in mosque. Somehow, when Bu Mus says it, it becomes a slap for Ikal that he does not just regret it, but he feels the remorse when he was late to pray.

There are so many moments when Bu Mus teaches her students with full of spirit. But there is a moment when Bu Mus questions her student’s ability to answer the question she gives. Every time Bu Mus gives her students a question, there is always Lintang who answers it correctly.
“Come on guys, don’t let this curly-haired coastal boy be the only one to answer,’ urged Bu Mus.

That was about the time, when I was tempted to answer, feeling hesitant, awkward, and unsure—which usually resulted in me being wrong. Lintang would correct my answers with the spirit of friendship (p.107)

In the beginning of the story, Ikal is pictured as a diffident person. In this moment, there are two people who influence Ikal to be confident. They are Bu Mus and Lintang. With her challenging question, Bu Mus makes Ikal feel tempted and dare to answer Bu Mus’ questions even though his answers are usually wrong. There is Lintang who is ready to help him. Because of Lintang’s help, Ikal does not feel lonely to face new things and new lessons through education.

It seems unbelievable that the most brilliant student in the class has to leave his education so soon. Lintang, a kid who always comes to school the earliest, has to be the first to leave the school. This is ironic. Poverty forces a little boy to take care of his family because his father had passed away in the sea. Even though it is sad, the presence of Lintang had already gives his friends a lot of good things to be looked up to.

Lintang was like a lighthouse. He was like a guiding star for sailor lost at sea. He emitted such great energy, joy, and vitality. Near him we were bathed in light, which clarified our thoughts, ignited our curiosity, and opened the way to understanding. From him we learned humility, determination, and friendship. When he pressed the button on the mahogany table at the Academic Challenge, that was the moment he boosted our self-confidence, making us dare to dream, to fight our destiny and have aspirations (pp.411-412)

As Ikal says, Lintang is a self-confidence booster. Ikal is a diffident boy in the beginning of the story. Because of his courageous, Lintang had shown Ikal
that through self-confidence, anything can happen, just like when they won the academic challenge.

Being focus and serious is hard when problems keep tumbling down. That happens to Ikal when he is an adult. There is a moment when he loses his focus. Becoming a postal worker is not his desire. However in the meantime, he finds his focus back and applies for a scholarship. He is requested to make a research proposal, motivation letters and come to Jakarta to attend the final interview.

“Heh, heh … this is a topic that deserves further study, full of challenges. Who guided you in writing this?” He smiled wide as smoke billowed out of his mouth.

I knew it was a rhetorical question that required no answer. I just smiled. *The Muhammadiyah School, Bu Mus, Pak Harfan, Lintang and Laskar Pelangi*, I answered in my heart.

“I’ve been waiting a long time to see a research proposal like this. Finally it came, and from a postal worker! Where have you been all this time, young man?” Also a rhetorical question, I smiled, and thought, Edensor. (pp.437-438)

*The Muhammadiyah School, Bu Mus, Pak Harfan, Lintang, and Laskar Pelangi* become great influences for Ikal. He once lost his way, but remembering those people, their school, their struggle, their sacrifice, and their faces makes Ikal find his path. Ikal becomes more serious on his study than ever.

Hurlock (1974) also states that there are eight conditions responsible in personality changes (pp.124-130). They are physical changes, changes in environment, changes in significant people, changes in social pressures, changes in roles, strong motivation, changes in the self-concept, and psychotherapy. There are some factors which are affecting Ikal’s personality development. In this
study, the writer narrows the conditions responsible in personality changes into three; changes in environment, strong motivation, and change in significant people.

2. Changes in Environment

According to Hurlock (1974), there are some physical factors such as climate, location, size, and convenience of home affect people in numerous ways (p.126). Living in different environment and different situation affect Ikal’s personality. He becomes a grateful person by considering that he is a lucky person.

I felt lucky to have the opportunity to continue my education in a foreign country far from my own, and I traveled to many places as a backpacker. Whenever I went, I was always interested in seeing how people interacted with each other in a particular social system and how they saw their lives. I enjoyed my unofficial profession as a life observer (p.460)

The way he considers himself as a lucky guy, once again proves that he is becoming a grateful person. He lives in different environment and meets new people. Those conditions change him. Because of the change of the environment he becomes a better person.

3. Strong Motivation

According to Hurlock (1974), “When the motivation to improve the personality pattern is strong enough, changes can be affected” (p.127). So, if the motivation is strong enough, the development of personality is inevitable.

Sometimes Ikal makes fun his explanation about his school on his mind. In the beginning of the story he is an ungrateful person. One day, when Bu Mus teaches Ikal’s class, she shows her students Soekarno’s cell in Bandung prison. She shows her students how Soekarno’s spirit never dies out.
The picture was of a narrow room, surrounded by thick, gloomy wall that were tall, dark and covered with iron bars. It looked stuffy and full of violence.

“This was Soekarno’s cell in a Bandung prison. Here he served his sentence. But he studied every day, and read all the time. He was our first president, and one of the brightest people our nation has ever produced.”

Bu Mus didn’t continue the story.

We were astounded and our complaints fell silent. From that moment on, we never again whined about the condition of our school. One time, it was raining very hard, and thunder struck repeatedly. Rain spilled from the sky into our classroom. We didn’t move an inch. We didn’t want Bu Mus to stop the lesson and Bu Mus didn’t want to stop teaching. We studied while holding umbrellas. Bu Mus covered her head with banana leaf. That was the most awe-inspiring school day of my entire life. For the next months it rained nonstop, but we never missed school, never, and we never complained, not even a little (pp.48-49)

Being told about Soekarno’s cell in Bandung Prison makes him realizes that even one of the brightest people in Indonesia, even in the world, still could study, and read in a small, dirty place that even worse than his school. Bu Mus’ lesson makes him realize that education is important. No matter where they are, no matter how poor they are, and no matter what happen, when it comes to education, it deserves to be fought for.

There is one moment when Muhammadiyah Elementary School is visited by School Superintendent named Mister Samadikun. That day, the whole members of Muhammadiyah Elementary School are tight. Mister Samadikun tries to find as many mistakes as possible in that school. He starts to score all of the facilities that should be scored one by one, starting from the facilities in the school, the property supporting the learning activities, and the worst case he could ever mention, the special treatment for Harun.

In my mind, because Harun pointed to Trapani, he spilled the beans himself and revealed his secret aspiration. I then considered myself free of my
caladium tuber oath. When Mister Samadikun kept pushing Harun to answer, I couldn’t help it and spoke up.

“When he grows up, he wants to be Trapani,” I said. Everyone was taken aback. Harun smiled widely, lowered his head, and his body shook as he tried to hold back his laughter. (p.95)

Harun is Ikal’s friend. As a friend, of course Ikal loves Harun. Moreover Harun is a boy who has special need. Watching Mister Samadikun forces Harun to answer his question, Ikal feels that he is responsible to help him. In the beginning of the story, Ikal is pictured as a diffident person. In this moment, in their fifth grade of elementary school, because of his love for Harun, he stands up confidently and tells Mister Samadikun what Harun tries to say. He does not want Harun to be insulted by Mister Samadikun.

A Ling is Ikal’s first love. In the beginning of the story, Ikal is pictured as a diffident kid. Ikal’s feeling to A Ling makes him push himself to be confident.

One beautiful evening in the beautiful month of July, I sat on a round stone in our flower garden and composed a poem:

Chrysanthemum Flower
A Ling, look up
And see high in the sky
Those white clouds drifting your way
I sent chrysanthemum flowers to you

When I slid the poem into an envelope, I smiled. I couldn’t believe I write poetry like that. Perhaps love has the ability to bring things into the open, like hidden abilities or characteristics, things we don’t know live inside us. (p.210)

Ikal admits that love has changed him. Love, as a strong motivation, pushes him to reveal his hidden abilities or characteristics. The ability here refers to Ikal’s ability to write poems. The characteristic here refers to confidence. Without self-confidence he will never write a poem to A Ling.
There is also one moment which becomes a strong motivation for Ikal to develop his personality. Twelve years after Litang’s going, Ikal becomes a postal worker. He lives with Eryn, his niece. Ever since his brother has been laid off by PN (Perusahaan Negeri), Ikal takes over the responsibility of financing Eryn’s school.

The exhaustion from working all day would suddenly disappear whenever I saw Eryn and her enthusiasm for learning, her positive attitude, and the intelligence reflected in her eyes. I was willing to work overtime and extra odd jobs as an English translator, typist, or part-time photocopier. I would sacrifice anything, including pawning my tape recorder, my most valuable possession, to finance Eryn’s studies. (p.424)

Twelve years after Lintang’s going, Ikal becomes somebody that already gives up. Becoming a postal worker once knocks him down. The one that can make him excited in his life is Eryn. Eryn’s enthusiasm becomes a strong motivation for Ikal to work harder. Eryn is a smart girl. Eryn’s enthusiasm, positive attitude and intelligence makes Ikal take some part time jobs as English translator, typist, or part-time photocopier. Ikal says that he will sacrifice anything to finance Eryn’s studies.

My bitter experience with Lintang was traumatic. Sometimes I worked very hard for Eryn to compensate my guilt for not being able to help Lintang. Eryn had brought out the feeling that no matter how miserable or failed my life was, I was still a bit useful to the world. There was nothing in my life I could be proud of at the moment, but I wanted to dedicate my life to something important. Eryn was the only meaningful thing in my life. (p.424)

Ikal gets another strong motivation from his feeling of guilt. He feels guilty for not being able to help Lintang. There was a moment, twelve years before, when Lintang had to quit school, he could not do anything. Now, he does not want Eryn experiences the same thing as Lintang. Both Lintang and Eryn are
brilliant. Ikal could not do anything in the past to help Lintang, and now he wants to pay his duty to help Eryn to reach her dream by being a hard worker and financing her study.

A strong motivation can come from anything, including a book. There was a book entitled *If Only They Could Talk* by James Herriot. That book is a gift from A Ling. The book is about a struggle of young veterinarian during the depths of the Depression in 1930. Herriot, the young doctor, worked in a remote village called Edensor. Edensor is a small, beautiful village. Every time Ikal opens and reads Herriot’s *If Only They Could Talk*, he feels calm.

I took from my bag *If Only They Could Talk*, the book given to me by A Ling as a token of our first love. Sitting there in the bus, I soon realized that my entire adult life had been inspired by that book, which was now tattered because I brought it everywhere with me. Herriot’s example, the village of Edensor he described and the book’s connection with my emotion experience with A Ling had inspired me to seize my future with optimism. One week after I had thrown my Badminton and Making Friends manuscript into the Ciliwung River, I read an announcement for a scholarship to pursue a master’s degree from the European Union. I went home right away. I reached for a piece of paper, took a pen, sat my butt on a chair, placed the paper on the table before me, and began writing steps for a plan. This was my plan C; I wanted to continue my education! (p.433)

Ikal once has two plans. The first plan is called Plan A, and the second plan is called Plan B. When the first plan does not work, Ikal has the second plan. The first plan is he wants to be a badminton player and a writer, but it does not work out. Then, the second plan is he wants to be a writer of a book of badminton. Ikal once writes a book about badminton. The book entitled *Badminton and Making Friends* consists of 34 chapters with more than 100,000 words. Unfortunately,
there is no publisher wants to publish it. The heart-broken Ikal then throw his book away to Ciliwung River.

The power of Herriot’s *If Only They Could Talk* makes him get his optimism back. He becomes more serious about his education. The lesson and spirit that he gets from Herriot’s *If Only They Could Talk* bring him new energy to make a new plan, Plan C. The plan is he wants to continue his education and gets a scholarship to pursue a master degree from the European Union.

Being knocked down by life can also be a strong motivation. People usually just have fantasies about what if they became a successful one without any effort to make it happen. Those people are called fantasists. Sometimes they are trapped between fantasy and reality. Ikal once becomes a big fantasist and he admits it himself.

At home I studied late into night. It turned out that my insomnia supported me. I was the most productive insomniac ever. Whenever I tired of studying, I opened *If Only They Could Talk*. Herriot and I became best friend. I have to get that scholarship. There is no other option. I have to get it! Those were the words that rang in my heart every time I stood in front of the mirror. The scholarship was a ticket out of a life I couldn’t be proud of (p.435)

This strong motivation turns him into a realistic person. He realizes if he wanted to get the scholarship, he had to fight for it. He does not just fantasize what if he got the scholarship, but he makes the effort to make it happen.

School year in Muhammadiyah School is over, but the spirit the school gives to Ikal remains until these days. Ikal gets a new belief from that poor school. He gets a valuable lesson that makes him to be a hard worker.
But what I know for sure from my experience at the poor school is that a hard-working life is like picking up fruit from a basket with a blindfold on. Whatever fruit we end up getting, at least we have fruit. Meanwhile, life without hard work is like looking for a black cat in a dark room with closed eyes, and the cat is not even there. These simple grains of wisdom, I believe, is what made me always want to learn and to work hard. I am convinced that my belief, not the fact that I was a smart student, was what made me finish my studies in Europe. I came back to Indonesia and worked for a telecommunications company. When I was working at the company in 2004, a disastrous tsunami struck Aceh. Hundreds of thousands of people died. I signed up to be a volunteer and was in Aceh for three weeks. (pp.461-462)

Muhammadiyah Elementary School has given a new belief to Ikal. That belief, to be a hard worker, becomes a strong motivation to reach his dream. That belief makes him want to learn more.

In 2004, a tsunami struck Aceh. So many people died. Some of the citizens are injured and they need a hand from anybody who wants to help. The feeling of humanity becomes a strong motivation to Ikal to be a volunteer. He becomes more sensitive than before. He was a sensitive kid, but he kept his sensitivity inside his heart. Now, his sensitivity brings him into action.

4. Changes in Significant People

According to Hurlock (1974), changes in significant people means that significant people in someone’s change, he/she will try to adapt, and sometime some of them are also changing. Lintang is one of the closest people in Ikal’s life, and one time in their adulthood, Lintang changes. God has many ways to show His greatness to His people. A brilliant person like Lintang has to be a truck driver. When Ikal comes back to Belitong, he meets Lintang in the barrack where Lintang works. In the barrack, they have a conversation. Having a chat and
arguing about Albert Einstein brings them back to their childhood, a phase when Lintang once said to his father that he would never become a fisherman.

“Don’t be sad Ikal. At least I fulfilled my promise to my father, that I wouldn’t become a fisherman.”
Those words further shattered my broken heart, and now I was angry. I was disappointed that so many intelligent children were forced to leave school for economic reasons. I cursed all of the stupid people who arrogantly acted smart. I hated those children of the rich who threw away their education. (p.444)

Lintang’s words make Ikal more sensitive. Lintang is the most brilliant person he has ever met. Now, his friend, Lintang, the most brilliant person he has ever met sits next to him and says that everything is fine. On the contrary, everything Ikal sees is absolutely not fine. He sees Lintang, his deskmate who always helped him with all difficulties in elementary school is now working as a truck driver. His feeling becomes deeper. He is not only broken hearted, but he is angry. He sees that there is no justice in this world. There are so many intelligent children have to leave school because of cliché reason, the poverty, meanwhile some children who come from the rich families just throw away their education, with no good reason.

It can be concluded that there are four factors affecting Ikal’s personality development, they are educational determinant, changes in environment, strong motivation, and changes in significant people. Those factors affect Ikal’s personality in two different results. The first result is complete replacement. It means that some of Ikal’s characteristics are changed completely. The second result is strengthen. In other words, it means that some of Ikal’s characteristics are remained and getting stronger.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts. The first part is conclusion in which the writer draws conclusions based on the analysis. The second part is the implication of using literary works, and the last part is a suggestion for future researchers.

A. Conclusions

After analyzing the novel, there are several things that can be concluded. Firstly, Ikal is a round character because he is the main character in the novel. In Andrea Hirata’s *The Rainbow Troops*, Ikal is known as the narrator of the novel. The story is told from his perspective. According to Foster (1974), round characters are known as the major characters of the novel.

Secondly, Ikal is a dynamic character. It can be seen from the change of Ikal’s personality, for example when Ikal was a kid, he was a diffident boy, but later when he was a grown-up man he became a confident man because of his life experiences. Thirdly, Ikal’s change is a quantitative change. It is proved that some of Ikal’s characteristics remain consistent and some of them are strengthened. For example Ikal’s seriousness becomes stronger when he becomes a grown up man. Ikal’s change is also a qualitative change. It is proved that some of Ikal’s characteristics have complete replacement, for example in the beginning of the novel he is a fantasist, and in the end of the novel he is a realist.
Fourthly, Ikal’s change is a slow change. It takes time to develop Ikal’s personality. Ikal’s personality changes are slow because it needs process to change from the previous behavior and learn the new behavior. Some of Ikal’s characteristics need twelve years to change, for example when Ikal was a kid, he is fantasist, and after twelve years he becomes a realist.

Murphy’s (1972) theory of character and characteristics is used to reveal Ikal’s characteristics. There are three ways which are used to reveal Ikal’s characteristics; they are personal description, character’s thought and character’s reaction. By using Murphy’s (1972) theory, Ikal’s characteristics in the beginning of the novel can be revealed; Ikal is a small, curly-haired, diffident, sensitive, comedic, ungrateful, and hard working boy. He is also a fantasist.

There are four factors affecting Ikal’s personality development. To reveal the factors which are affecting Ikal’s personality development, the writer uses Hurlock’s (1974) determinants which are responsible in personality changes. To solve this problem, the researcher uses one out of Hurlock’s (1974) seven determinants which influence a person’s personality and three ways out of Hurlock’s eight conditions to reveal the factors affecting Ikal’s personality development; they are educational determinant, changes in environment, strong motivation, and changes in significant people.

The first factor affecting Ikal’s personality development is educational determinant. In this factor there are some evidences that support Ikal’s personality development through educational determinant. Because of Bu Mus and Lintang,
Ikal becomes more confident than before. Bu Mus and Lintang, Muhammadiyah School, Pak Harfan and the Rainbow Troops help Ikal to be more serious in his education and to get his spirit back to continue his study. The second factor is the change in environment. Living in a different environment helps Ikal to be more grateful.

The third factor is strong motivation. In this factor, there are nine evidences that support Ikal’s personality development through strong motivation. The first evidence is Soekarno’s spirit, which becomes Ikal’s strong motivation to be a grateful person. The second evidence is friendship between Ikal and Harun, which helps Ikal to be more confident than before. The third evidence is Ikal’s feeling of love to A Ling, which helps him to boost his confidence.

The fourth evidence is Erin’s enthusiasm, which helps him to work harder than before. The fifth evidence is feeling of guilt. This feeling helps Lintang to work harder. The sixth evidence is James Herriot’s *If Only They Could Talk*. This book helps Ikal to rebuild his seriousness in his education. The seventh evidence is his life after he knocked down by life. The condition helps him to be a realist. The eighth evidence is his experiences in Muhammadiyah Gantong School, which help him to work harder, and the last evidence is Aceh’s Tsunami in 2004, because of this catastrophe he becomes more sensitive. The fourth factor which affects Ikal’s personality development is change in significant people. Because of Lintang, a man who seems to surrender to his life, Ikal becomes more sensitive than before.
B. Implications

“Street brawls between senior high school students are a common phenomenon across Indonesia, especially in big cities. The Medan Baru police squad had to intervene when a brawl between students of SMAN 4 and SMK Imanuel on Jalan Gatot Subroto, Medan near Berastagi Supermarket erupted yesterday. Many students from SMK Imanuel ran away when they saw policemen chasing after them. Some fled on their motorcycles and left the scene immediately. The police squad caught 2 students from SMK Imanuel, but no further identification of the two students was made public. Police Inspector Alexander Piliang confirms, "We brought two students as witnesses, and we know that they were not involved in fights. Also, they did not carry important documents to drive motorcycles. They are still under investigation.” (Tjokro, 2014)

This article was written by Kris Tjokro on Sunday, 24 August 2014. The article tells street brawl between students of SMAN 4 and SMK Imanuel on Jalan Gatot Subroto, Medan. This case is one of many cases of street brawl that usually happens in Indonesia. Sadly, these cases usually happen in big cities. The street brawls happen between students who study in schools which have good facilities to support their education and many teachers to help them study.

The article above is just an example of what happen to students who live in big cities and study in good schools in Indonesia nowadays. So many students are ungrateful for what they get by doing street brawls and wasting their time for fighting each other instead of studying together. Sadly, so many people who already know these kinds of situation are not doing anything to help those students.

Meanwhile, in some remote areas in Indonesia, there are so many students who have to fight for their education. Some of them even have to study in the woods. There are also small number of teachers who have the will and passion to
teach those kids. These conditions are adapted by some novelists into literary works to show the condition of Indonesia’s education to the readers. They try to help people to see the education in remote area of Indonesia and also life struggle of some people who live far away from the crowd. There are numerous novels that are adapted from the real situation in Indonesia; one of them is *The Rainbow Troops*. This novel is about a bunch of children who live in one of the rich islands in Indonesia, Belitong Island. This island is usually called an island of tin. The land is blessed because tin is always accompanied by other materials such as clay, gold, silver, silica, granite, even uranium. Unluckily, that land’s richness is exploited by a company called PN Timah (*Perusahaan Negeri Timah*), and the natives of Belitong become employees with low salaries there. They are like a pack of starving rats in a barn full of rice. Poverty forces the children of native Belitong work as coolies instead of going to school. Among those poor kids, there are ten Belitong children, who in their eagerness to study in school and to pursue their dreams, are disposed to do anything, even sharing a classroom with goats.

The Rainbow Troops which consist of some children who study in Muhammadiyah Gantong School, Belitong have so many experiences that can be learned. Living in a rich island does not enable them to study in a fancy school which has so many facilities to support their learning activities. They have to study in one of the poorest school in Indonesia. They have to go to school which has no toilet and first aid kit and only has two teachers. One of the members of the Rainbow Troops named Lintang, even has to ride his bicycle every day for 80 km roundtrip. Although he has to go through such a long trip, he never skips even a
day of school. In school, they have to study inside the classroom with leaky roof, so if it was raining, each of them had to hold an umbrella while studying.

Muhammadiyah Gantong School does not have many facilities to support the teaching-learning activities for students. Despite of the lacking facilities, the students of that school always have big spirit to study. Lintang is the most brilliant student in Ikal’s class. He is very excited whenever it is his turn to sweep headmaster’s room, because there are some books that he can read such as geometry, biology, geography, civics, history, algebra, and various other subjects. Some of them are even written in English and Dutch. Watching Lintang’s seriousness, Pak Harfan always help and guide him patiently whenever Lintang reads the book which is written in foreign languages.

Nowadays, in some cases, young people see education, going to school as parents’ coercion. Thus sometimes they are lazy to go to school or thinking that they do not need school. To prevent things like this, parents can use Hirata’s *The Rainbow Troops* to make their children learn the meaning of struggle and spirit. They can learn from The Rainbow Troops, ten students who live in poverty and struggle for their education and never lose their spirit. By reading this novel, the children will see how lucky they are to live in their condition. They do not have to share classroom with goats like what the students in Muhammadiyah Gantong Elementary School do. They can just sit in the car to go to school, unlike Lintang who has to ride his bike for about 80 km roundtrip to reach his school and go back to his house and still has big spirit in himself. Their eyes can be opened by this
novel by seeing how education deserves to be fought for. Their perspective about education can be changed by Ikal’s and his friends’ experiences in their education. Additionally, parents can let their children experience some things, such as reaching school by bus or angkot, for those who usually reach school by car. Therefore, they can be independent. When children ask for something, parents can make their children do the home work such as washing the clothes, or sweeping, and after that parents can give them reward. By doing so, the children will learn and understand whenever they want something, they have to work to earn it.

C. Suggestions

*The Rainbow Troops* is a very good novel which is written by an Indonesian novelist, Andrea Hirata. *The Rainbow Troops* is written based on a true story. The character Ikal in the story is Andrea Hirata himself. This novel tells Ikal, a student of Muhammadiyah Elementary School, one of the poorest schools in Indonesia, which has two teachers only. Those teachers are Bu Mus and Pak Harfan. In that school, he has 10 friends in class. They call themselves the Rainbow Troops.

*The Rainbow Troops* is an interesting novel. For the future researchers, there are some points that can be discussed as the object of study. The future researchers can analyze one of the character’s self-motivation. They can also analyze Belitong culture, society, and history. The study can draw people’s curiosity about social values.
REFERENCES


APPENDICES
Appendix A

Summary of The Rainbow Troops

The Rainbow Troops tells the story of Ikal, a child from a poor family in Belitong, East coast of Sumatra. Ikal, who at that moment was six years old already knows the burden that his father has to bear for sending him to school. On his first day in Muhammadiyah Elementary School, a school which almost collapse, Ikal meets their teachers, Pak Harfan and Bu Mus, who have big dedication to run the school as long as they can. There are ten students in the class, nine boys and one girl. They are all children of the poorest families on the island – fishermen, miners, laborers, and farmers, who cannot even afford school uniforms or books for their children.

The story begins with the first day in school. In that day 9 students are so nervous waiting for one more student to join them in the classroom. The school will be closed if they were less than 10 students. Harun becomes a savior that day for completing the formation. The novel tells about Ikal and his classmate who call themselves as “Laskar Pelangi” or the Rainbow Troops are a colorful group –
from the genius mathematician Lintang, who cycles 80km roundtrip every day, to
Mahar, who is drawn to the paranormal and island mythology but also a
wonderful artist, to Harun who is a boy with special needs and always tells Sahara
a story about three cats with three stripes every day.

This novel also tells a love story between Ikal and A Ling, the daughter of the
owner of Sinar Harapan shop. One day A Ling leaves without saying goodbye.
Ikal is so sad. Lintang’s leaving is a tearful part. His father passed away. He has to
quit school to replace his father’s duty to take care of his family. It happens few
months before the final examination. The story is ended by telling about Ikal’s life
twelve years later.
Appendix B

Biography of Andrea Hirata

Andrea Hirata whose real name is Aqil Barraq Badruddin was born on October 24 1982 in Gantong, Belitong, East Sumatra. He received a scholarship for his master degree at Sheffield Hallam University, U.K. majoring in economic theory. The name Hirata was taken from the name of a woman he admired. He decided to change his name because found his given name rather complicated.

Andrea Hirata is the fourth children in his family. He came from a poor family and studied in poor school so called Muhammadiyah Gantong School, the school where Andrea met his teachers Bu Muslimah and Pak Harfan and also his friends, The Rainbow Troops. This is the school where he travelled 30 km to every day. During the journey, he made himself promise that one day he will write about Bu Muslimah and her struggle to keep the school. After completing high school he wanted to move to Jakarta. Due to miscommunication with the bus driver, he found himself in Bogor, 47 km from Jakarta. He began his life in Bogor
in a post-office. Later, he got a place in UI (Universitas Indonesia) majoring Economics.

After completing his first degree, he received a scholarship to study Economics at the Paris Sorbonne University in France and at Sheffield Hallam University in U.K. After finishing his study in France and U.K., he returned to Indonesia and worked at P.T. Telkom. In 2004, Tsunami attacked Aceh, many people died there. Andrea Hirata went to Aceh and became a volunteer worker. The situation in Aceh reminded him of his school in Belitong. Upon returning to Jakarta, he started to work on his writing about Bu Muslimah and his school in Belitong. He completed his 700-pages book in three weeks and made 11 copies of it. He sent one copy to Bu Muslimah and other ten copies to his friends in the Rainbow Troops. It was another friend of him who read it in laptop and sent in to publisher.

In December 2005, the novel entitled *Laskar Pelangi*, the Indonesian version of The Rainbow Troops, was officially published. It was sold 200,000 copies in the first year, and now has sold more than a million copies in Indonesia. In 2008 a movie entitled *Laskar Pelangi*, which was adapted from Andrea Hirata’s *Laskar Pelangi*, was made.

After the first novel, *Laskar Pelangi* (The Rainbow Troops), Andrea Hirata has written 7 other novels; *Sang Pemimpi* (The Dreamer), *Edensor, Maryamah Karpov* (these three novels are the sequels to *Laskar Pelangi*), *Padang Bulan* (Field of Moon), *Cinta Dalam Gelas* (Love in a glass), *Sebelas Patriot* (Eleven
Patriot), and *Laskar Pelangi Song Book* (The Rainbow Troops Song Book). The Rainbow Troops novel itself has been translated into 19 languages, published in America, Canada, French, Germany, Brazil, Holland, Spain, Turkey, Japan, Italy, and many other countries.