THE IMPACT OF TWO DIFFERENT/styles OF PARENTING ON KEVIN’S PERSONALITY DEVELOPMENT SEEN IN LIONEL SHRIVER’S 

WE NEED TO TALK ABOUT KEVIN

A SARJANA PENDIDIKAN THESIS

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

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DEDICATION PAGE

Indeed, Allah will not change the condition of a people until they change what is in themselves.

- Q.S. Ar-Ra’d 13:11

I dedicated this thesis to

My beloved parents
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, 16 October 2017

The Writer

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ABSTRACT

Pratiwi, Rinda. (2017). *The Impact of Two Different Styles of Parenting on Kevin’s Personality Development Seen in Lionel Shriver’s We Need to Talk about Kevin*. Yogyakarta: English Language Education Study Program, Department of Language and Arts, Faculty of Teachers Training and Education, Sanata Dharma University.

Parents play an important role in developing children’s personality. Therefore, the ways parents raise their children can affect children’s personality. Different parenting styles give different impact on children’s personality. It is shown in Kevin, one character in *We Need to Talk about Kevin* by Lionel Shriver. Kevin is raised in two different parenting styles which influence his personality development.

The aim of this study is to reveal Kevin’s personality development as the impact of two different parenting styles. Therefore, the researcher formulated two research questions: (1) What are Kevin’s parents’ parenting styles? (2) How do the parenting styles affect Kevin’s personality development?

This study applied a psychological approach. The primary data of this study is a novel entitled *We Need to Talk about Kevin* by Lionel Shriver. Furthermore, the parenting style theory, theory of character and characterization, child development theory, theory of self-rejection, and theory of juvenile delinquency are used to answer the research questions.

Based on the result of the analysis, there are two conclusions of this study. First, Kevin is raised using authoritarian and permissive parenting styles. His mother uses an authoritarian style and his father uses a permissive style. Second, the parenting style to raise Kevin gives negative impact on him. It makes him develop self-rejection which leads him to become cruel, evil, and duplicitous.

The researcher also gives two suggestions in this study. First, it is suggested to future researchers to conduct an analysis on Kevin’s motivation behind attacking his friends. Second, it is suggested to English teachers and lecturers to use this novel in the learning process to improve student’s critical thinking.

**Keywords:** impact, parenting style, personality development
ABSTRAK

Pratiwi, Rinda. (2017). The Impact of Two Different Styles of Parenting on Kevin’s Personality Development Seen in Lionel Shriver’s We Need to Talk about Kevin. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Ilmu Keguruan dan Pendidikan, Universitas Sanata Dharma.

Orang tua memiliki peranan penting dalam mengembangkan kepribadian anak. Oleh karena itu, cara orang tua membesarkan anak mereka dapat mempengaruhi kepribadian anak. Pola asuh yang berbeda memberikan pengaruh yang berbeda terhadap kepribadian anak. Hal ini ditunjukkan oleh Kevin, salah satu tokoh di We Need to Talk about Kevin oleh Lionel Shriver. Kevin dibesarkan dengan dua pola asuh yang berbeda yang mempengaruhi perkembangan kepribadiannya.

Tujuan dari penelitian ini adalah untuk mengungkapkan perkembangan kepribadian Kevin yang dipengaruhi oleh dua pola pengasuhan yang berbeda. Oleh karena itu, peneliti merumuskan dua pertanyaan: (1) Apa saja jenis pola asuh yang diterapkan orang tua Kevin? (2) Bagaimana pola asuh tersebut mempengaruhi perkembangan kepribadian Kevin?

Penelitian ini menggunakan pendekatan psikologi. Data utama penelitian ini adalah sebuah novel berjudul We Need to Talk about Kevin oleh Lionel Shriver. Selebihnya, teori pola asuh, teori tokoh dan penokohan, teori perkembangan anak, teori penolakan diri, dan teori kenakalan remaja digunakan untuk menjawab rumusan masalah.

Berdasarkan dari analisis, ada dua kesimpulan dari penelitian ini. Pertama, Kevin dibesarkan dengan menggunakan pola asuh yang otoriter dan permissif. Ibunya menerapkan pola asuh otoriter dan ayahnya menggunakan pola asuh yang permissif. Kedua, pola asuh dalam membesarkan Kevin memberikan dampak negatif untuk Kevin, hal itu membuat Kevin mengebangkan sikap penolakan diri yang membuatnya menjadi kejam, jahat, dan bermuka dua.

Peneliti juga memberikan dua saran dalam penelitian ini. Pertama, saran kepada peneliti selanjutnya untuk meneliti motivasi Kevin dibalik pembunuhan teman-temannya. Kedua, saran untuk guru dan dosen bahasa Inggris untuk menggunakan novel ini dalam proses belajar karena dapat mengembangkan pemikiran kritis mereka.

Kata kunci: impact, parenting style, personality development
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First of all, I would like to express my greatest gratitude to Allah SWT for giving me His guidance every day. I believe that Allah always gives me the strength to face and solve my difficulties and problems. I thank Him for always blesses me with health so that I can finish my study.

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Rinda Pratiwi
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
CHAPTER I
INTRODUCTION

There are four points that are discussed in this chapter. The first point is background of the study which underlies the research. The second point is research questions that present the problems that are going to be analyzed. The third is significance of the study which identifies the contribution of the study. The last is definition of terms that help the readers understand the key words used in this study.

A. Background of the study

Every day, there are always crimes committed by juveniles. Hence, many of the news on television or newspapers reported about juvenile delinquency. According to Bates & Swan (2014), juvenile delinquency is a crime committed by an individual under the age of 18 (p. 5).

In this era, juvenile delinquency is one of the main social problems faced in our society. In 2009, Central Statistics Agency (Badan Pusat Statistik) in Indonesia reported that there were 4,200 of cases committed by juveniles. Those cases were crimes that could be classified as theft, rape, drug use, even murder. Besides, according to the United States’ Federal Bureau of Investigation’s data in 2015, there were 605 juveniles arrested for murder. In addition, there were many cases of mass shooting taking place in the US. According to the mass shooting tracker, “there were 372 mass shootings in the US in 2015, killing 475 people and wounding 1,870.” However, 64 out of 372 mass shooting cases happened in the
school. Therefore, juvenile delinquency has received extensive attention from our society.

Juvenile delinquency is a deviant attitude committed by juvenile. However, this deviant attitude is one of the effects of failure on the personality development. Attitude has a close relation with personality development. Attitude change the behavior and develop the true personality. Consequently, developing the personality is not a simple thing, it needs much time and process. Moreover, “personality can be influenced by the environment at any age” (Mroczek & Little, 2006, p. 19).

In addition, the children's personality development can not be separated from the family itself. Family role and personality development are interrelated. Therefore, parents have fundamental roles in developing children’s personality. “Consistent roles rather than consistent environment are the cause of continuity in personality over time” (Mroczek & Little, 2014, p. 19). In the family, parents spent more time to control their children’s behavior. Parents have their own child-training that can influence the way a child behaves. Parenting styles will take place continuously and give impact to a person's attitudes and actions. However, good parenting styles that are applied in the family may develop a good personality or vice versa. Parental mistakes in choosing and applying the parenting styles can give bad impact to the child’s personality development. Bad parenting can turn the child into a delinquent.

There are a lot of literary works that are used to show some problems in our society such as juvenile delinquency. The examples are Lockdown (2010) by
Walter Dean Myers and *Rikers High* (2010) by Paul Volpon which tell about juveniles live in prison. In addition, novels titled *Rule of the Bone* (1996) by Russell Banks, *The River in Winter* (1987) by David Small, and *Deviation* (2013) by P.D. Workman also tell about juveniles delinquency. However, those novels also tell about some aspects which makes the juveniles commit crimes. All of the juveniles in the novels are facing some problems in their lives which make them commit the crimes. Most of them are living in broken home family, bad environment, and poverty. Therefore, it is important to understand some aspect which makes juveniles commit crimes. However, in our society, we can find that children who live with both of their parents and seem that they are not facing some difficult problems are also committing crime. Hence, it is important to us to understand those problem because most of us think that we are living in a good environment. We should be more aware of it. Actually, there is one novel which can make us to be more aware about that problem. The novel is *We Need to Talk about Kevin* written by Lionel Shriver.

*We Need to Talk about Kevin* describes one character, named Kevin. In the novel, Kevin is raised in wealthy family and good environment. However, he is committing crimes. His delinquency is shown towards his parents and friends. He attacks thirteen people in his sophomore year.

Moreover, it seems that Kevin’s parents are responsible for his delinquency. In the novel, Kevin gets two different parenting styles that influence his life. Therefore, parenting styles in raising Kevin are the main problem that needs to be discussed in this novel. The writer is interested in discussing how the
parenting styles affect Kevin’s personality development. This study will focus on two different parenting styles in raising Kevin which can influence his personality development.

B. Research Questions

There are two problems to be discussed in this study:

1. What are Kevin’s parents’ parenting styles?
2. How do the parenting styles affect Kevin’s personality development?

C. Significance of the Study

The study is significant for three different parties. First, through this study, readers can understand that parenting styles can influence someone’s personality. This analysis will give the readers a better understanding of the novel from the psychological viewpoint.

Second, this study can help parents to understand their children. Through reading this analysis and the novel, parents can understand the developmental changes of the children. From the description of behavior and dialogue in the novel, parents can be more aware of what to do and not to do with their children. The researcher hopes that the readers can realize the importance of the relationship between parents and their children.

Third, this study helps teachers to understand the students’ personality. The teachers can learn how to treat their students which have different personality patterns appropriately.
D. Definition of Terms

It is important to understand specifically about some terms that the researcher wants to use in this research to avoid misunderstanding of the readers. The keywords are personality development, parenting style, juvenile delinquency, self-rejection, cruel, and evil. The six of them will be discussed as follows.

1. Personality Development

Aurther (2006) states that “personality development is the development of the organized pattern of behaviors and attitudes that makes a person distinctive. It occurs by the ongoing interaction of temperament, character, and environment” (p. 13). In other word, personality development is the process in creating personality pattern. However, there are some aspects that can influence the development of personality. In this study, Kevin is raised with two different types of parenting from his parents which influences the way he behaves and acts. Thus his personality develops.

2. Parenting Style

According to Bjorklund and Blasi (2015) parenting style refers to “the general way parents interact with their children. Psychologists typically describe parenting style in terms of two dimensions: (1) the degree of warmth a parent shows toward a child, and (2) the degree of control a parent attempts to exert over a child’s behavior” (p. 528). It means that parenting style is related to the process of raising children. In this study, parenting style is related to the way Kevin’s father and mother raise Kevin.
3. **Juvenile Delinquency**

Juvenile delinquency can be described as crimes committed by juveniles. In addition, Sharma and Sharma (2006) describe that juvenile delinquency is an individual between the ages of 15 and 17 who indulges in deviant activity (p. 32). In this case, juvenile delinquency is used to discuss Kevin’s deviant attitude.

4. **Self-rejection**

Self-rejection is a state when a person hates himself. As stated by Legako and Gribble (2007), a person who feels rejected by others will develop self-rejection. Moreover, self-rejection can make a person develop bad behavior (p. 77). Self-rejection can affect the way someone behaves. In this context, self-rejection influences Kevin to act and behave badly.

5. **Cruel**

Cruel is one of the danger signals of personality development. According to Hurlock (1974), cruel is a state when a person likes to see others in pain. The forms of cruelty is inflicting physical or psychological pain (p. 404). However, this study will limit the description of cruel. In this study, cruel is described as an attempt to hurt others psychologically. Cruel will be used to describe Kevin’s habits of teasing other people.

6. **Evil**

Staub (2003) states that evil is an extreme harm. “The harm can be pain, suffering, loss of life, or loss of personal or human potential” (p. 48). Therefore, evil can be described as an act which makes other people hurt physically. In this study, evil is used to describe the way Kevin hurt other people physically.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of three main parts, namely review of related studies, review of related theories, and theoretical framework. Review of related studies explains the two studies that are related to this study. In the review of related theories, the researcher reviews some theories, namely parenting style theory, theory of character and characterization, child development theory, self-rejection theory, and theory of juvenile delinquency. In the theoretical framework, the researcher summarizes the theories and explains the contribution of the theories to this study.

A. Review of Related Studies

In this part of the research, the researcher discusses other studies briefly. To provide an underlying knowledge of the study, two related studies will be reviewed.

In this research, the researcher uses two undergraduate theses which have the similar topic. Those undergraduate theses are Permana’s *The Influence of Parenting Style toward Josie’s Character as seen through Jodi Picoult’s Nineteen Minutes* (2015) and Guritno’s *Amir’s Characteristics as the Effects of Baba’s Parenting Style in Khaled Hosseini’s The Kite Runner* (2012).

The first study is from Permana (2015), titled *The Influence of Parenting Style toward Josie’s Character as seen through Jodi Picoult’s Nineteen Minutes*. The aim of this study is to find out the influence of mother’s parenting towards
her daughter. The result shows that giving reinforcement can really influence person’s character. The second study is from Guritno (2012), titled *Amir’s Characteristics as the Effects of Baba’s Parenting Style in Khaled Hosseini’s The Kite Runner*. The aim of this study is to find out the influence of parenting style in developing the main character’s personality. This study focuses on the parenting style from father to his son. The result of this study shows that Amir, the main character in the novel, is a loner, unfriendly, resentful, troublemaker, faint-hearted, and less achievement-oriented son under his authoritarian father.

Both of those studies are related to this study because they focus on parenting style. However, both of those studies focus on one person who is raising his or her children. Moreover, the result of those studies emphasize on the child’s personality changes. Therefore, this study is different with those two previous studies. In this study, the researcher will compare two different styles of parenting. The writer will show the impact of two different persons using different types of parenting style in raising the same child. It is emphasize on how the child’s personality develops as the impact of his parents’ parenting styles.

B. Review of Related Theories

In this part, the researcher will explain some theories that are used in this research. The theories used are the parenting style theory, theory of character and characterization, child development theory, self-rejection theory, and theory of juvenile delinquency.
1. **Parenting Styles Theory**

Parenting is the process of raising children in the family. All the things that parents do in raising their children can be classified as a parenting style. There are several types of parenting style. One of the theories comes from Elizabeth B. Hurlock (1974). Hurlock identifies three types of parenting style which are authoritarian, democratic, and permissive (p. 90).

a. **Authoritarian Style**

Authoritarian parents have the desire to always control the children. Parents want the children to follow a strict rule. In addition, parents always limit children’s behavior and attitude. Authoritarian parents tend to use punishment if their children fail to come up with their expected standards, and give little or no rewards when the children meet the expected standard.

b. **Democratic Style**

Democratic is a synthesis of autocratic and permissive style. In democratic style, parents always monitor the child’s activities. Democratic parents are responsive to their children. Parents give the explanation to their children to understand why they must behave in one way rather than another.

c. **Permissive Style**

Permissive parents are the type of parenting that gives the children freedom. Permissive parents let the children learn by themselves. Parents do not give any guidance to their children.
2. **Theory of Character and Characterization**

Character is an important part of a literary work, especially a novel. Through character, readers will understand the flow of a story. Myers-Shaffer (2000) mentions that character is a person who appears in a literary work (p. 181). In addition, Marsh (1995) states that characters are the people in the text, they are part of a situation of ordinary life that the readers meet through reading (p. 25). In other words, character in a novel is a portrait of life of a real person in this world. Characters act and behave similarly with real people in this life.

However, in the novel, the character’s life is always affected by the theme (Marsh, 1995, p. 35). Characters contribute to the themes when the characters are always talking and acting about the subject important in their lives. Characters experience the theme, as an illustration, when the author wants to write a sad story, the author will make the characters in the story undergo a sad life.

**a. Types of Character**

Character can be identified by the role they play in the novel. Myers-Shaffer (2000) states that character can be described as a flat or round character. Flat character or ‘two-dimensional’ character can be described as individual who has not much personality. In contrast, round character is ‘three-dimensional’. Round character is more complex than flat character because the character changes and grows as the plot of the novel developed (p. 182).
b. **Characterization**

Characterization is the behavior of the character. According to Holman and Harmon (1992) characterization is about the creation of a person imaginatively so they seem lifelike (p. 80). Myers-Shaffer (2000) mentions that there are seven methods to define characterization (pp. 183-190).

1) **Stereotyping**

Stereotyping is identifying a character with a group which has certain cultural assumptions (stereotypes). If a character is, as an illustration, an Asian girl who is visiting London for the first time, the readers might make assumptions concerning her character traits that are based on the stereotypical conception of what an Asian girl is like.

2) **Exposition**

Exposition is a method by telling the character’s characteristic directly in the novel. The author writes the description of the character in the novel verbally.

3) **Character’s Actions**

In the novel, a character reacts to various situations. In this method, the way character act will give the reader an assumption of his or her individual character traits.

4) **Character’s Words**

Character’s words can show character’s personality. Readers can identify how the character feels or thinks by examining the words when a character speaks to others.
5) **Character’s Thoughts**

In the novel, the reader can read the character’s thought that can give insight of motivation. Through character’s thought, the reader is given a clue of character’s perception which can help to understand the characteristic of the character.

6) **Words of Others**

In some novels, the author explains the character’s personality from the other characters. Readers can learn about a character’s characteristic on what the other characters say about her or him. Usually, it is explained directly.

7) **Use of Setting**

The setting can be a factor to predict characteristics of the character. In the novel, the setting gives a clue to the readers about the social behavior of certain society which can help to discover one’s character.

3. **Theory of Personality Development**

Personality is the characteristics of a human being. According to Hurlock (1974), personality is shown in individual’s thought and behavior (p. 19). Therefore, everyone in this world has different personalities since personalities develop and change over time.

Hurlock (1974) believes that personality development begins early in postnatal life (p. 87). Therefore, in the early years, family have a very important role in developing the personality. Family is the first place for children to learn in life, so the things happen within the family can influence and determine children personality. Hurlock (1974) mentions that family can influence child’s personality...
development directly and indirectly (p. 352). Moreover, family duties can be used to control and support children. Controlling over behavior within the family strongly affects children personality patterns.

However, someone’s personality can develop into good or bad. Hurlock (1974) says that someone will have good or bad personality depending on how they learn to behave (p. 91). Someone who has good personality usually will be easy to be accepted in society. On the contrary, someone who has poor personality will be hard to be accepted in society. For example, if there are two children who behave differently in the same society, one of them like to help others and the other child like to hurt others, surely a child who likes to help others will have more friends than the other child.

4. **Theory of Self-Rejection**

Self-rejection is a condition when someone dislikes himself. Hurlock (1974) states that self-rejection is a state when a person is unhappy about himself (p. 393). When someone has a feeling of being unworthy, it can be classified that he has a sick personality which is self-rejection. There are many causes of self-rejection. Hurlock (1974) mentions that there are ten causes of self-rejection.

The most common causes are “unrealistic expectations, environmental obstacles, unfavorable social attitudes, personal limitations, severe emotional strain, repeated failures, identification with maladjusted people, inability to get a proper self-perspective, poor childhood training, and lack of motivation” (p. 394).
a. Unrealistic Expectation

First is unrealistic expectation. The unrealistic expectation may encourage people to develop self-rejection. Unrealistic expectation usually occurs at any age, but more likely during adolescence. When people are expected to outgrow their undesirable physical and mental characteristics, but they have not done so, thus their self-rejection is strengthened.

b. Environmental Obstacles

Second is environmental obstacles. The environmental obstacles lead to self-dissatisfaction. Moreover, environmental obstacles which are repeated leads people to feel unhappy. Environmental obstacles make people feel trapped and have no control over the situations. This causes people to dislike themselves, thus their self-rejection develops.

c. Unfavorable Social Attitude

Third is unfavorable social attitude. People can face unfavorable treatment from their social environment. Moreover, when his social group has labeled him as bad, it will make him feel discriminated. A person who feels discriminated will be mentally damaged and lead to self-rejection.

d. Personal Limitation

Fourth is personal limitation. The personal limitation can force a person to have a feeling of self-rejection. However, a person must recognize about their limitation before it leads to self-rejection. A person who always compares their
limitation and can not overcome it can damage their self-concept and make them develop self-rejection.

e. **Severe Emotional Strain**

Fifth is severe emotional strain. The severe emotional strain makes a person unable to perform like usual. Therefore, when a person knows that they can do better leads to self-rejection.

f. **Repeated Failures**

Sixth is repeated failures. The repeated failures develop a failure complex. People who never feel successful usually will develop self-rejection. Moreover, when a person’s failure is known by other, it will intensify his or her self-rejection.

g. **Identification with Maladjusted People**

Seventh is identification with maladjusted people. When a person lives with maladjusted people, he or she tends to imitate them. Moreover, self-rejection can be expressed in maladjusted behavior. A child, who chooses a person who rejects his or herself as the role model, will also develop a self-rejection.

h. **Lack of Self-Perspective**

Eighth is lack of self-perspective. A person who sees their own laxity excessively will develop self-rejection. When a person encounters difficulty and he just sees his weakness, his self-rejection will be strengthened.
i. Poor Childhood Training

Ninth is poor childhood training. A child who is raised by inconsistent child-training will see himself as unworthy. Parents have a big role in producing self-hatred in a child. Therefore, the failure of parents give a result of self-rejection.

j. Lack of Motivation

Tenth is lack of motivation. A person may become dissatisfied with himself when he or she does not succeed in accomplishing what he or she actually capable of due to their lack of motivation. Therefore, it makes people difficult to accept themselves, thus they begin to reject themselves.

5. Theory of Juvenile Delinquency

Juvenile delinquency is a deviation of behavior undertaken by an underage individual. Mussen, Conger, and Kagan (1969) in their book mention that juvenile delinquent is applied to children under 16 or 18 who exhibit behavior which is punishable by law (p. 736). Juvenile delinquency is a personality sickness since it leads to a maladjusted behavior.

Juvenile delinquency can be caused by many aspects. Mussen, Conger, and Kagan (1986) state that there are three aspects which cause juvenile delinquency. Those aspects are social change, parent-child relationship, and social class (pp. 736-745). Those aspects will be described in the next paragraph.

Perlman (as cited in Mussen, Conger, and Kagan, 1986, pp. 736-737) finds that social change can affect the way people behave. The child who is not ready for the social changes may experience a great deal of conflict produced by the
new environment. In addition, children who move to the deteriorated neighborhood are more likely to be exposed to delinquent practices. Thus, it makes the children develop a delinquent attitude.

Research by Sheldon and Glueck (as cited in Mussen, Conger, and Kagan, 1986, pp. 743-745) show the role of parents in influencing delinquents and non-delinquents children. The study finds that most of the delinquent children come from an over-strict family. Delinquent children are usually having difficulties in identifying the acceptable attitude from their parent.

However, Johnson describes that delinquent children usually come from lower class family (as cited in Mussen, Conger, and Kagan, 1986, pp. 745-746). However, not all of the lower class family develop delinquent children. Delinquency children are likely developed if the child is emotionally disturbed.

C. Theoretical Framework

In analyzing the problems, the writer will use five theories to support the answer of the problems. The theories are theory of parenting style, personality development theory, theory of character and characterization, theory of self-rejection, and theory of juvenile delinquency.

First, theory of parenting style Hurlock (1974) is used to answer the first problem. Parenting style theories are used to shows the kinds of parenting style in raising Kevin. Second, to answer the second problem, the writer uses personality development theory by Hurlock (1974), theory of character and characterization by Myers-Shaffer (2000), theory of self-rejection by Hurlock (1974), and theory of juvenile delinquency by Mussen, Conger, and Kagan (1969). Those theories are
used to analyze how parenting styles affects Kevin’s personality development. The theory of personality development is used to analyze how Kevin’s personality develops. Moreover, the theory of character and characterization, self-rejection theory, and juvenile delinquency theory are used to support and reveal Kevin’s personality as the impact of different parenting styles.
CHAPTER III

METHODOLOGY

This chapter consists of two parts, namely object of the study and approach of the study. Object of the study elaborates the physical description, special record, and description of the book. Approach of the study states the approach employed in analyzing the study.

A. Object of the Study

The object of the study is a novel entitled *We Need to Talk about Kevin* by Lionel Shriver. Shiver’s *We Need to Talk about Kevin* novel was first published by Harper Perennial in 2003. This novel consists of 400 pages. *We Need to Talk about Kevin* is one of international best seller novels. Moreover, in 2005 this novel won the Orange Prize. *We Need to talk about Kevin* novel also has been adapted in several diverse forms, including radio broadcast and a movie.

This novel is written in the form of letters from the first-person perspective of Kevin’s mother, Eva Khatchadourian. The main theme in this novel is about family relationship. However, the important characters in this novel are Kevin; Eva, Kevin’s mother; and Franklin, Kevin’s father.

The novel begins with the story of Eva and Franklin’s relationship. Eva and Franklin argue about having a baby after they get married. Eva is more concerned about her career life than having a child, while Franklin really wants a baby. They decided to have the baby anyway.
Eva’s perception does not improve once the baby arrives. Eva does not give affection to Kevin. On the other hand, Franklin gives his heart to Kevin. As Kevin grows, Kevin continued to refuse Eva as his mother. On the contrary, Kevin always looks up to Franklin. Kevin has different behavior and act to his mother and father.

Moreover, from Kevin's daily behavior, it can be concluded that Kevin has a deviant habit. The example is when Kevin still uses diapers until he is six years old. Kevin also often acts bad such as annoys and disturbs others, damages the property of others.

Therefore, Eva is getting strict to Kevin when Kevin misbehave. She always tries to control Kevin. It makes Kevin become more naughty. However, Franklin never sees Kevin’s mischievous behavior. Thus, it makes Franklin become too lenient. Franklin lets Kevin do whatever he wants.

Every day, Eva feels that Kevin become much more naughty, but Kevin never shows it in front of her father. Although Eva tells Kevin’s mischievous bahavior to Franklin, Franklin never believes it. It makes Eva exhausted. Franklin who always loves and cares Kevin makes Eva feel that she is not important anymore to Franklin. Hence, it makes Eva want to have another child, someone who can love Eva.

Eva is pregnant when Kevin is seven years old. Eva explains it to Kevin, but Kevin dislikes it. Moreover, when Kevin's sister (Celia) is born, Eva shows a different attitude toward her. Therefore, Celia's attitude is very different from Kevin. Celia becomes a lovable child. However, Kevin's attitude never changes.
He becomes even more evil. Finally, before Kevin’s sixteenth birthday, he kills eleven people including his father and his sister.

B. Approach of the Study

The researcher is using psychological approach to analyze and answer the problems in this study. In *Beginning Theory: An Introduction to Literary and Cultural Theory*, Barry (2009) argues that psychoanalytic criticism uses some of the techniques of psychoanalysis in the interpretation of literary work (p. 92). In addition, Bernard J. Paris (1997) mentions that “psychoanalysis deals with human being in conflict with themselves and each other, and literature portrays and is written and read by such people” (p. 3). Thus, this approach is suitable for this research.

Psychological approach is applied because it focuses on human psychology. It is used to analyze the character’s personality, attitude, thought, and behavior pattern. Hence, this approach helps to reveal Kevin’s characteristics and personality development as he grows with two different styles of parenting.
CHAPTER IV

ANALYSIS

The discussion of this chapter is divided into two parts based on the two research questions. The first part tells about Kevin’s parents’ parenting styles. The second part is the discussion of Kevin’s personality development as the impact of the parenting styles.

A. Kevin’s Parents’ Parenting Styles

The writer tries to identify the parenting styles experienced by Kevin using Hurlock’s theory. Hurlock (1974) states that there are three kinds of parenting style which are authoritarian, democratic, and permissive. In addition, the following part explains the parenting styles which are considered important in Kevin’s personality development.

1. Franklin’s parenting style

In the novel, Franklin can be considered as a permissive parent. Franklin is a father who always raises Kevin with love. He is a warm and nurturing father. Moreover, as a father, Franklin never makes Kevin upset.

Franklin is more like a friend than a parent to Kevin. They always play together. Franklin always gives Kevin toys and gifts to him. However, Franklin never attempts to control Kevin. In the novel, Franklin lets Kevin continue to use diapers until six years old (Shriver, 2003, p. 368). It seems that Kevin is being spoiled by his father. Although Kevin is old enough, Franklin never tries to make Kevin stops using diaper.
According to Hurlock (1974), a permissive parent thinks that children will learn through direct experiences (p. 90). In this novel, it is clear that Franklin wants Kevin to learn by himself. He never asks Kevin to stop using diaper since Franklin thinks that Kevin will stop using it when he is ready. Franklin never forces Kevin if Kevin does not want to do something.

Franklin also gives freedom to Kevin. He lets Kevin do as he wants. Moreover, he never argues with Kevin. Franklin never gives any rules to Kevin. As a father, Franklin never says “no” to Kevin. When Kevin pours the salt all over his meal, Franklin does not stop it. Instead, he thinks that Kevin is funny (p. 126). Therefore, Hurlock (1974) states that a permissive parent lets his children do anything (p. 90).

In addition, Franklin shows that he never blames Kevin. When Kevin uses his squirt gun to disrupt the passerby, Franklin does not reprimand him (pp. 149-150). He never sees Kevin’s bad behavior as wrong. Franklin never thinks Kevin as a bad boy. Permissive parents think that children are capable of self-regulation (Hurlock, 1974, p. 90). In this novel, Franklin never teaches Kevin about bad or good deeds. He never gives Kevin any limits to his behavior.

Therefore, from Franklin’s ways in raising Kevin, it is clear that Franklin uses permissive style because he gives freedom without limits to Kevin. The way Franklin raises Kevin creates confusion to Kevin. It creates uncertainty in Kevin about approved and disapproved behavior.
2. **Eva’s parenting style**

Eva can be considered as a strict mother in raising Kevin. Hurlock (1974) states that parents whose desire to make their children follow a strict rule can be considered as authoritarian (p. 90). In this novel, Eva wants an absolute control over Kevin’s behavior. Eva is always concerned with making Kevin behave as she wants.

In the novel, it shows that Eva lectures Kevin “All right, Kevin. But remember: You only get to sit like an adult if you act like one (Shriver, 2003, p. 125).” That quotation shows that Eva is controlling over Kevin’s behavior when they are in the restaurant. Eva tells Kevin how to behave in the restaurant. She wants him to act like an adult and not disturb her. It seems that Eva wants to always restrict Kevin. Eva is always limiting Kevin’s behavior. Eva never gives liberty to Kevin.

In her book, Hurlock states that an authoritarian parent thinks that it is not necessary to explain why the rules are important to the children (p. 90). Therefore, in this novel, Eva likes to obtrude her opinion on Kevin. Eva thinks that Kevin is a good boy when he listens to Eva’s words.

In the novel, Eva’s child training in raising Kevin also shows that she really dislikes when Kevin misbehaves. She often punishes Kevin when he misbehaves. When Kevin behaves badly, such as scribbling the wall with his squirt gun, without hesitation Eva picks up his squirt gun and destroys it in front of Kevin.
As a mother, Eva also wants to look more powerful than Kevin. She will do anything as she wants to make Kevin’s behavior better. When Kevin misbehaves, she slaps Kevin (p. 128). According to Hurlock (1974), an authoritarian parent thinks that children need to be punished if they fail to come up with the expected standards (p. 90). Eva slaps Kevin when Kevin does not listen to her. It seems that Eva wants to discipline Kevin using punishment. In addition, Eva also punishes Kevin when he soils his diaper after Eva changed it. Eva throws Kevin and it makes Kevin break his arm (pp. 194-195). By considering Eva’s attitude towards Kevin, it can be concluded that she uses an authoritarian style.

B. The Impact of His Parent’s Parenting Style on Kevin’s Personality Development

From all of the family members, parents have a significant role in developing child’s personality. According to Hurlock (1974), parents were largely responsible for the child’s dominant personality (p. 352).

The fact that from his early age Kevin faces consistent parenting style. It makes Kevin develop personalities that are difficult to be changed. As he grows older, his attitudes do not change. Therefore, the behaviors that he has done since childhood are reinforced and become his personality.

However, in this case, dominant child-training also influences personality development. In the family, both of Kevin’s parents could be categorized as “conflict-in-power” (Hurlock, 1974, p. 95). Kevin’s parents are in conflict in
raising Kevin. Eva and Franklin want to be dominant, however both of them always have different opinion in raising Kevin.

“Where’d you learn that trick?” you asked darkly. And it was a trick: This was the first sentence of mealtime conversation that did not get translated into nyeh-nyeh.

“Franklin, he was getting louder. People were starting to look over.”

Now Kevin started to wail. His tears were a bit late, in my view. I wasn’t moved. I left him to it. “They’re looking over because you hit him,” you said sotto voce, lifting our son and cuddling him into your lap as his weeping escalated to a shriek (Shriver, 2003, p. 128).

It shows that Franklin and Eva are arguing about Kevin’s behavior in front of Kevin. They have different opinion about how Kevin should behave. Moreover, both of them disagree to apply the same child-training. Therefore, it makes Kevin achieve lowest achievement and highest anxiety (Hurlock, 1974, p. 95). It makes Kevin confused.

In addition, as described previously, Kevin experienced two different parenting styles. Since Kevin was a child, his mother and father raise him differently. Eva is over-strict to Kevin, but Franklin is too lenient to Kevin. How parents apply the child-training method is bringing impact on the child’s personality.

Permissive parenting style from Kevin's father makes Kevin free to do anything. For example, Franklin does not tries to stop Kevin although he disturb other people with his squirt gun (p. 150). Moreover, Franklin’s permissive parenting allows Kevin to choose whatever he wants. He is not required to achieve a certain goal. It makes Kevin unmotivated to be a better person because his father will continue to support whatever Kevin chooses. His father emphasizes freedom rather than responsibility which makes him become lack of motivation.
When Kevin lacks of motivation to achieve what he is capable of, he develops self-rejection (Hurlock, 1974, p. 398). This makes Kevin develop bad personality.

On the other hand, an authoritarian mother makes Kevin always feel a failure in fulfilling what his mother wants. When her mother always punishes Kevin, Kevin begins to think that his mother hate him. In addition, Eva always gives different parenting style to Kevin's sister, Celia. Her mother never punished Celia. Eva always praises Celia when she did something good. On the other hand, Kevin is never praised when he succeeded in doing something. For example, when Celia pours drain cleaner to her own eyes, Kevin does everything he should have. He quickly runs water over Celia's face and rinses her eyes. He also calls an ambulance. However, that action does not make Eva proud of Kevin. She actually blames Kevin. Eva sees that Kevin is always wrong. Therefore, it makes Kevin feel dissatisfied with himself and thus “intensifies his self-rejection” (Hurlock, 1974, p. 398).

Therefore, it can be concluded that Kevin has a personality disorder. Because of the poor childhood training, Kevin develops a personality sickness which is self-rejection. Hurlock (1974) states that unfavorable attitude in training the child produce a psychological damage. Early frustrations that occur during childhood will continue to be reinforced rather than diminished (p. 92).

In the novel, Kevin’s personalities develop gradually as he grows with two different parenting styles which are authoritarian and permissive styles. Hurlock (1974) claims that over-strict parents will make the child to affirm independence. On the other hand, extreme leniency tends to make the children take advantage of
parental uncertainty and make the disrespect of parental softness (p. 94). Therefore, these two parenting styles are giving bad impact on Kevin’s personality development. Therefore, Kevin has personalities that can be categorized as bad. Kevin is known as a bad boy. In the next part, the writer will explain Kevin’s personality as the impact of the two different parenting styles.

1. Kevin’s Personalities

In order to analyze Kevin’s personalities, seven methods proposed in Christina Myers-Shaffer’s theory to disclose the characters are used. The methods are: stereotyping, exposition, the character’s actions, the character’s words, the character’s thoughts, the words of others, and the use of setting. From applying those methods, the writer finds that Kevin has duplicitous, cruel, and evil personality as the impact of his parents’ different parenting styles.

a. Duplicitous

As a boy, Kevin is tricky. He knows how to trick someone. He tricks his father by pretending to be a good boy when he hides his true nature. He never shows his bad side in front of his father. He is totally a different person around his father. As a result, his father never sees Kevin as a mischievous boy. He never believes that Kevin often misbehaves. However, other people see Kevin as a mischievous boy (Shriver, 2003, p. 187).

In the novel, Kevin only cares about himself. He takes advantage of his father's goodness to cover up his badness. To cover up his badness, Kevin is very tricky to run his life. As described before, Kevin often pretends to have a good
behavior to makes his father thinks that he is a normal boy who never does a bad thing.

When you walked in, his face changed. His eyebrows shot up, his head cocked, and he put on a closed-mouth smile high up on his chin, his lips meeting at his upper gum. (p. 232)

The quotation above shows that Kevin changes his behavior around his father. It makes Franklin unaware of Kevin’s bad attitude. As a result, his father always trusts Kevin.

The author also shows it in different situations in the novel. As a boy, Kevin often plays with his father. He and his father can get along well. He always shows that he is unusually bright.

“Otherwise, he plays with me, he hugs me good night, I read him stories. When it’s just me and him, he tells me everything—”
“Meaning, he tells you what?”
You raised your palms. “What he’s been drawing, what they had for snack—” (p. 187)

The quotation above depicts how he acts around his father. He seems to greatly respect his father. He hugs his father to show his respect. He treats his father kindly. However, he actually never respects his father. He acts like that just to deceive his father. Actually, Kevin thinks that his father is stupid because he is easy to be tricked (p. 173). In this situation, permissive child training from his father has important roles in developing Kevin’s attitude. Permissive parenting makes the child think that his parents are too little interested in him. Thus his feeling of self-rejection increases (Hurlock, 1974, p. 398). Therefore, Kevin shows his self-rejection by pretending to be what he is not in an attempt to
impress his father. Pretending is one of the characteristics when people develop a self-rejection (Hurlock, 1974, p. 394).

It seems that Kevin’s duplicitous behavior is reinforced rather than diminished. His father’s permissive parenting makes Kevin develop a self-rejection which reinforced Kevin to have a duplicity personality. Therefore, his duplicity attitude makes Kevin adept at controlling the situations. He can make other people get into his game. When he and his mother are in the restaurant, he tricks his mother. Kevin who usually never cares about his mother seems interested in her mother’s life. He asks her mother about what she thinks about the world. That is just his tricks to make his mother open up to him. However, his mother is not aware. She thinks that there may be a bond between them so she answers all of his questions without any suspicion. In fact, Kevin just wants to show his mother’s bad side to other people. In this situation, his duplicitous attitude makes Kevin like to pretend what he is not to earn his mother’s trust.

Attention deficit disorder in a pig’s eye. Kevin was an able student when he bothered, and he hadn’t been doodling; he’d been taking notes. “Let’s see,” he said, and proceeded to check off successive elements of his list with his red crayon. (p. 279)

The quotation above shows that Kevin seems busy doodling while listening to his mother. In fact, Kevin is taking notes and after that he reads aloud his note so that everyone in the restaurant hears it. Kevin indirectly traps his mother to say bad things about the people around him. His duplicitous personality develops tricky behavior.

As Kevin grows older, his tricky behavior is getting worse. He tricks his friends and his teacher so that they get into his trap. When Kevin wants to kill
them, he makes a very convincing letter to his friend and his teacher so they can gather in a place he specifies. He acts very carefully so that no one is suspicious. In the end, they are got into Kevin’s trap. Kevin locks them at the school gym and kills them (pp. 370-380).

According to Shaffer (2000), characterization can be seen through the character’s action. By considering the way Kevin’s act, it can be concluded that Kevin is a duplicitous boy.

b. Cruel

In the novel, although Eva always manages Kevin to behave as she wants, she never trusts Kevin when she is not around. As a result, Kevin never listens to his mother because he knows that his mother does not believe him although he really does something good. Kevin becomes a disobedient child.

Squish-squish-squish. Kevin, stop that this instant. Squish-squishsquish. Kevin, I’m not going to tell you again. And then (squish-squish-squish) the inevitable: Kevin, if you squirt anybody one more time I’m taking the squirt gun away, which earned me, “NYEHnyeh? Nyeh nyeh nyeh NYEE-nyeh-nyeh-nyeh nyeh nyeh nyee, nyeh NYE-nye nye NYE-NYE nyeNYEEEEEEE.” (Shriver, 2003, p. 150)

It shows that Kevin speaks rudely to his mother. It seems that he does not respect his mother. Moreover, when Eva warns Kevin, he becomes more rebellious. Hurlock (1974) states that a “child who believes that his mother disapproves him because she continually criticizes the way he behaves will develop an unfavorable self-concept” (p. 354). He wants to make his mother angry with his behavior. Kevin gets more motivated to do a bad thing when his mother forbids him.

Moreover, his authoritarian mother makes Kevin feel unloved. Because his mother always disapproves him, Kevin feels unwanted.
“Just cause you get used to something doesn’t mean you like it.” He added, snapping the magenta, “You’re used to me.”
“Yes!” I said. (pp. 218-219)

The quotation above shows that Kevin is aware of his mother’s attitude towards him. He makes conclusion that his mother never loves him as her son. Hurlock (1974) mentions that a child who feels unloved and unwanted, they will develop self-rejection. Thus, they will try to take a revenge by hurting others (p. 398). As a result, Kevin is always cruel to other people.

In addition, Kevin mostly speaks rudely to other people. He has spoken rudely since he was a kid. It is shown when he is in the restaurant with his parents. In the restaurant, he sees a waitress who has a big birthmark and he suddenly says impolite words.

“That lady has poop on her face.” Kevin was pointing at the birthmark on our waitress’s left cheek, three inches across and roughly the shape of Angola. She’d slathered beige concealer over the big brown blotch, but most of the makeup had worn off. (p. 125)

At that time, Kevin is old enough to understand that those words can hurt the waitress’ feeling, but he still says it to the waitress. He is a mean boy. After he says those words, he hides his smile. The way he says those words shows that Kevin wants to insult the waitress. Actually, he does it to make his mother punishes him. Inviting a punishment is the indication of a strong self-rejection (Hurlock, 1974, p. 394).

It is also found in one of Eva’s letters that Kevin is described as a cruel boy. He shows a different personality when he is home and his father is not around. Kevin always tries to make her mother mad. He tends to talk harshly to
his mother. The way he speaks shows that he intends to be hurtful. Moreover, he also thinks that everything related to his mother is dumb.

“All these squiggly squares of paper,” he supplied promptly. “They’re dumb.”
I could have been speaking Urdu. “They’re dumb,” he said stonily. (pp. 156-157)

It is found that Eva’s authoritarian parenting style really develops Kevin’s self-rejection. Moreover, in the novel, Eva is giving a different child-training to Kevin’s sister. It makes Kevin feel more rejected and he develops a concept as unworthy, which makes his attitudes getting worse. He shows antipathy towards others.

Kevin also likes to tease his teacher in front of the class. The time when Eva meets Kevin’s teacher and discusses Kevin, Kevin’s teacher reveals Kevin’s personality in school. She says that Kevin is a difficult boy to understand. He behaves differently from his friends,

“Please don’t despair. I assume that with you, just as in school, he’s inaccessible and sarcastic. As you said, he’s a teenager. But he’s also inhaling information at a ferocious rate, if only because he’s determined that nobody gets the better of him.” (p. 334)

It seems that self-rejection which is shown by Kevin's misbehavior does not diminish when he is older. Kevin’s behavior in school is the same as when he is at home, especially when his father is not around. The way he speaks usually annoys people. He tends to insult people using his words. By examining Kevin’s words and his teacher’s description, it is clear that Kevin can be described as a cruel boy.
c. Evil

Kevin Katchadourian can be described as an evil boy. It is found in the novel that Kevin always intends to harm other people. He likes to behave badly to others. He always causes troubles to people around him. When he was a child, Kevin always disturbed his nanny. He treats his nanny badly.

“He pulls my hair,” she said quietly.
“He pulls it very hard indeed. He’s old enough now and I think he knows it hurts. And Eva, that lovely silk muffler from Bangkok. It’s in shreds” (Shriver, 2003, p. 103).

It is seen that Kevin intends to harm his nanny. He pulls his nanny’s hair although he knows if his action can hurt her. Moreover, his mischievous act is shown when he destroys the things that do not belong to him, for example, the silk belongs to his nanny.

In addition, Kevin’s personality becomes worse as his mother tries to control him. Moreover, Eva always looks down on Kevin. It causes Kevin to look powerful and show his existence. According to Hurlock (1974), feeling of a child who is always opposed by his or her parents will develop a feeling of martyrdom which is expressed by angry defiance (p. 94). Kevin always look angry when his mother controls him. As a result, he shows his anger with bad actions. His action often threatens other people’s lives. He wants to looks powerful in the wrong way. For example, when his mother asks Kevin to share a cake to their neighbor, he quietly ruins his neighbor’s bicycle. As a result, when his neighbor rides the bicycle, his neighbor gets into an accident due to a malfunctioning brake (pp. 209-210).
Besides, there is a time when Kevin has to deal with the police because of his misbehavior. In his adolescence stage, Kevin and his friends throw water babies and bricks which can harm passers-by.

“We had a motorist phone in a complaint, and I’m afraid we found your son and his friend here, on that pedestrian overpass over 9W? We had to run these two down, but it seemed pretty obvious that they were the kids throwing detritus onto the roadway.” (p. 260)

In addition, Kevin also committed a crime which caused him to get seven years in prison. According to Sheldon and Eleanor Glueck (as cited in Mussen, Conger, and Kagan, 1986, pp. 743-745), parents who are over-strict, less affectionate, showed less warmth, and affection often develop a delinquent child (p. 742). Based on those characteristics, it can be concluded that authoritarian parents tend to raise a delinquent child. Moreover, in the novel, Kevin is also raised by an authoritarian mother.

Hurlock (1974) states that being over-strict often develops self-rejection. Therefore, self-rejection tends to encourage the child to hurt others (p. 398). From the novel, it is proven when Kevin shows his wickedness by attacking thirteen people in his sophomore year. Without a doubt, Kevin kills his father and his sister. Moreover, he attacks nine of his friends, an English teacher, a cafeteria worker. He kills 11 out of 13 peoples using his crossbow (pp. 375-390).

By considering Kevin’s action, it can be concluded that he is an evil boy. It can be seen from the way he behaves. In the novel, whenever Kevin is, he tends to do bad things to people around him. He tries to make other people suffer. He likes to hurt other people.
Finally, it can be concluded that three out of seven methods of Christina Myers-Shaffer’s theory to define characterization are used to identify Kevin’s characteristics. The methods are by examining the character’s actions, character’s words, and words of others. However, examining character’s action is dominantly used in this research. Kevin’s personality is easily found in his behavior and action to other people.

Figure 4.1 The Use of Hurlock’s Theory in Kevin’s Personality Development
CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts. The first part is conclusions, the second part is implications, and the last part is suggestions. The first part provides the conclusion of the whole analysis. The second part is implication of the study on education. The third part is suggestion to future researchers and English teachers.

A. Conclusions

There are two main points that can be concluded from the analysis. The first is parenting styles that are experienced by Kevin. The writer uses Elizabeth B. Hurlock’s (1974) to describe the parenting styles that are experienced by Kevin. From the application of Hurlock’s theory, the writer finds that Kevin gets two different parenting styles; those are authoritarian and permissive. His mother uses an authoritarian style and his father uses a permissive style.

The second is how the parenting styles affect Kevin’s personality development. The writer uses Elizabeth B. Hurlock’s (1974) to explain it. Authoritarian style makes Kevin want to look dominant. Meanwhile, the permissive style makes Kevin have a feeling of contempt for parental softness. It can be concluded when Kevin is raised using authoritarian and permissive parenting styles, it makes him develop a self-rejection. Moreover, the impact of his self-rejection makes Kevin develop bad behaviors. The two different parenting
styles that are experienced by Kevin give negative impact to him. As a result, Kevin develops bad personalities.

Christina Myers-Shaffer’s theory (2000) about characterization is used to identify Kevin’s personalities. The writer uses three out of seven methods; there are by examining the character’s actions, character’s words, and words of others. The writer finds that there are three dominant personalities found in the novel. Those are duplicitous, cruel, and evil. The result of the analysis shows that Kevin’s bad personality develops as the influence of his parents’ parenting styles.

B. Implications

This study can be implied to education field because it can make students more aware of their society. Moreover, this study can help them to understand their personality development. Through reading this novel, the students are given new knowledge about the importance of the parenting style in influencing the child's personality development.

C. Suggestions

There are two suggestions from this research. The first suggestion is for future researchers. For the future researchers, there are many things that can be analyzed from this novel. This research has analyzed Kevin’s personality development as the impact of two different parenting styles. Meanwhile, the future researchers may analyze different aspects from the novel. The future researchers may analyze Kevin’s motivation in killing his friends. This topic is
interesting to be analyzed and there are some reasons that can be found in the novel.

The second suggestion is for English teachers and lecturers. Novels may provide English students with many advantageous lessons. The English teachers and lecturers can use this novel in the learning process because the students can improve their critical thinking through analyzing the novel. Moreover, the students can learn how someone’s personality develops and the aspects that can influence it. Reading this novel can also improve the students’ vocabulary.
REFERENCES


SUMMARY OF WE NEED TO TALK ABOUT KEVIN

School shootings shouldn't belong anywhere in the country, but they happen, and on April 8, 1999, fictional Kevin Khatchadourian commits a killer crime of his own, trapping nine classmates and a teacher and killing most of them with a bow and many arrows.

Over a year later, Kevin's mother, Eva, begins to write letters to her husband, Franklin. They have been separated since Kevin's crime. In her letters, Eva tries to work out what went wrong. Who is to blame for Kevin's actions? Eva herself, the cold and distant mother? Kevin, who seems to have been evil from birth? Or Franklin, the overenthusiastic, enabling father?
Eva walks us through a timeline of her life. Kevin is born, and she feels no love for the child who will not nurse. She is unsure if Kevin will not nurse because she does not love him or if she does not love him because he will not nurse. These types of conundrums are typical for this story.

As Kevin grows up, he acts out. He pulls hair. He shoots grape juice over Eva's white clothes with a squirt gun. He makes fun of people in public. He tries to turn classmates in kindergarten against each other. Throughout all this, Eva thinks her son is disturbed. Franklin thinks this is typical boy behavior.

Kevin also wears a diaper until he is six years old, which is not typical behavior for anyone. He uses his diaper to drive his mother crazy, pooping in it immediately after each time she changes him. One day, she gets so angry, she throws little Kevin across the nursery, breaking his arm on the changing table. He gets a cast for the fractured limb. Surprisingly, Eva doesn't have to lie to her husband about what happened—Kevin lies for Eva. Eva wonders if he does it so that she will somehow owe him later for keeping her secret.

Kevin becomes more and more extreme as a teenager. He wears clothes that are too small, he has a sniveling little friend who throws bricks off a highway overpass, and he humiliates a girl at a school dance. Soon, Kevin is exposing himself to his mother at home, while accusing a teacher at school of sexually abusing him. The allegations are inconclusive.

Curious to see if she is only capable of giving birth to a difficult baby, Eva secretly removes her diaphragm and becomes pregnant with another child against her husband's wishes. This is right up there near "having a psychopath for a son"
for things that can destroy a marriage. Eva gives birth to Celia, Kevin's opposite—she is a girl, she is sweet, and she actually likes her mother.

Around this time, school shootings occur across the United States. They get a lot of news time, and Kevin does not like the boys who commit these shootings. Not because they killed people, but because, according to Kevin, they did not do it right. Either they got caught, killed themselves, or bungled it, killing fewer people than they should have.

When Kevin is supposed to be watching Celia, something happens. Not your usual accident—it is not like Celia breaks a leg or gets lost. No, she loses an eyeball. Franklin blames Eva for leaving Liquid Plumr where Celia could reach, but Eva knows Kevin had something to do with it.

Finally, Eva reaches the point where Kevin commits his crime, three days before his sixteenth birthday. His classmates are dead, and Kevin is arrested. Because he is fifteen, he is given a reduced sentence and put in juvenile prison until he turns 18. However, Eva has a surprise for us: Kevin didn't just kill his classmates—he also killed Franklin and Celia. Eva has been writing these letters to her husband in the afterlife. The postage must be astronomical.

By the time Eva finishes writing all her letters, it is April 8, 2001, the two-year anniversary of Kevin's crime. He will be eighteen soon, and he will be transferred to big-boy prison. Kevin is scared. Eva finally asks him why he did it. Why did he kill all those people? "I used to think I knew," he says. "Now I'm not so sure" (28.52).
At this point, Eva's tired of trying to find a reason for Kevin's actions. She is sick of trying to place the blame on someone. So she tries a new tactic—loving her son. In her lonely apartment by herself, she prepares the spare bedroom for him, for the day he inevitably gets out of jail and comes home.

Appendix B

BIOGRAPHY OF LIONEL SHRIVER

Lionel Shriver was born on May 18, 1957 in Gastonia, North Carolina, U.S.A. as Margaret Ann Shriver. Lionel Shriver (aka Margaret Ann Shriver) is an American journalist and author born to a deeply religious family (her father is a Presbyterian minister). At age seven, Shriver decided she would be a writer. At age 15, she informally changed her name from Margaret Ann to Lionel because she did not like the name she had been given, and as a tomboy felt that a conventionally male name fitted her better. Shriver was educated at Barnard College, Columbia University (BA, MFA). She has lived in Nairobi, Bangkok and Belfast, and currently in London. She is married to jazz drummer Jeff Williams.

Shriver had published six novels before the 2003 We Need to Talk About Kevin. She called it as her "make or break" novel, referring to the years of "professional disappointment" and "virtual obscurity" preceding it.
Its publication in 2003, *We Need to Talk About Kevin* made Shriver a household name. Beautiful and deeply disturbing, the novel asks one of the toughest questions a parent can ask themselves: have I failed my child? When Kevin Khatchadourian murders nine of his classmates at school, his vibrant mother Eva is forced to face, openly, her son's monstrous acts and her role in them.

Interestingly enough, her agent rejected the manuscript. Shriver shopped her book around on her own, and eight months later it was picked up by a smaller publishing company. The book created a good deal of controversy, but achieved success through word of mouth. As *Publisher's Weekly* comments, "A number of fictional attempts have been made to portray what might lead a teenager to kill a number of schoolmates or teachers, Columbine style, but Shriver's is the most triumphantly accomplished by far." Kevin won Shriver the 2005 Orange Prize.

Her experience as a journalist is wide having written for the *Wall Street Journal, Financial Times, New York Times, Economist*, contributed to the Radio Ulster program *Talkback* and many other publications. In July 2005, Shriver began writing a column for the *Guardian*, in which she has shared her opinions on maternal disposition within Western society, the pettiness of British government authorities, and the importance of libraries (she plans to will whatever assets remain at her death to the Belfast Library Board, out of whose libraries she checked many books when she lived in Northern Ireland).

*The Post-Birthday World* was issued in 2007. The novel uses a parallel-universe structure follows one woman's future as it unfolds under the influence of
two drastically different men. In 2010 Shriver released *So Much for That*, which was subsequently named a finalist for the National Book Award in fiction. Her work *The New Republic* came out in 2012, and *Big Brother*, inspired by the morbid obesity of one of her brothers, in 2013.

Appendix C

REFLECTION

*We Need to Talk about Kevin* is a novel which has a well-developed plot and well-drawn characters. Therefore, analyzing this novel really improved my critical and analytical thinking. I learned many things from it. Reading, analyzing and writing a thesis about *We Need to Talk about Kevin* novel made me become more respectful, patient, unselfish, and optimistic person.

First, I learned to be more respectful of others. Everyone has their own rights so they should be treated in the same way. This novel taught me that people who were willing to be respected should try to respect first. Eva made me realize that respecting others could change our entire life. However, showing respect to others could be done in a simple way. I could show my respect by listening to others. For example, in finishing this thesis I got a lot of advice from my friends. In fact, I could just ignore my friends’ advice, but I just tried listening to them. It was not that difficult. I realized that just from listening others, I got a lot of new ideas which are useful for my thesis.

Second, I learned to be more patient. It made me think not to be reckless in solving the problems. I also learned not to get angry easily. Always control my emotions in order to think clearly. Moreover, when I tried to finish my thesis, sometimes I felt hard to focus. There were many situations that made me feel annoyed. For example, when I was writing my thesis, my parents watching a television in front of me. It was distracted me. However, I tried not to get angry at
them. I tried to find another place so I could continue writing my thesis and also did not disturb my parents.

Third, this novel teaches me not to be selfish. I learned not to blame others. Kevin and Eva who always blamed others but never tried to find their own mistakes contributed to their own unhappiness. From that, I always tried to not to blame others. In fact, I also have the contribution in making my current situation. Things would not change if I just blame others.

Fourth, this novel taught me to be optimistic and do the best. I could always learn from the mistake that I made. I should not give up easily. I believed that life would not change for the better if I did not try. I believe that there is always a way out in every problem. In finishing my thesis, I also did not give up easily. There were many comments and revision during my thesis writing. If I give up easily, I would never finish my study. During my thesis writing, I learned to always keep up my spirit.