THE MEANING OF MISS BRODIE’S LIFE AS A TEACHER
AS SEEN IN MURIEL SPARK’S
THE PRIME OF MISS JEAN BRODIE

A SARJANA PENDIDIKAN THESIS

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

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
2017
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Defended before the Board of Examiners on 7 November 2017 and Declared Acceptable

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Success is a journey, not a destination.
The doing is often more important than the outcome.
- Arthur Ashe -

Let your failure be your motivation to success.
- Winona Brushan -

If you believe you will receive whatever you ask for in prayer.
- Matthew 21-22 -

My parents have done everything for me, it is the time to give back what they have done, and make them realize that they are the proudest parents to have a strong daughter like me.
- Monica Adista Ferdy -

I have done my best, let God do the rest.
- Monica Adista Ferdy -
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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, 7 November 2017

The Writer,

Monica Adista Ferdy

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ABSTRACT

Ferdy, Monica Adista. (2017). The Meaning of Miss Jean Brodie’s Life as a Teacher as Seen in Muriel Spark’s The Prime of Miss Jean Brodie. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

This study analyzes a novel entitled The Prime of Miss Jean Brodie by Muriel Spark. The novel tells about a teacher who has different methods of teaching. She teaches at a junior high school called Marcia Blaine School for Girls. This novel also tells about six special students who are always loyal to her. They are called the Brodie Set. A Sarjana Pendidikan Thesis on

This study focuses on two research problems: (1) “How is Miss Jean Brodie described in Muriel Spark’s The Prime of Miss Jean Brodie?” and (2) “What is the meaning of Miss Jean Brodie’s life as a teacher as seen in Muriel Spark’s The Prime of Miss Jean Brodie?”

This study uses library research. The primary source is The Prime of Miss Jean Brodie novel by Muriel Spark. The secondary sources are taken from printed and electronics books, and some online references to gain the data. This study applies psychological approach. The theories that are used in this study are theories of character, characterization, psychoanalysis theory, and motivation.

There are two findings in this study. The first finding is Miss Brodie’s characteristics. Miss Brodie is described as a fashionable teacher who has brown eyes and flat chest, and is arrogant, tricky, confident, and influential. The second finding is about the meaning of Miss Brodie’s life as a teacher. There are two meanings, namely the literal meaning and the deeper meaning. The literal meaning of Miss Brodie’s life as a teacher is to show her existence as a good teacher in front of her students and Maria Blaine School’s staff. The deeper meaning of Miss Brodie’s life as a teacher is about her desire to prove that she can move on and be a successful woman as a teacher even though Hugh, her late fiancé, is not there to admit her existence.

The researcher also provides some suggestions for future researchers who are interested in analyzing Muriel Spark’s The Prime of Miss Jean Brodie. The researcher also implies some suggestions of what lecturers, teachers and students can do with literary works to connect them with the main purpose of education.

Keywords: meaning, character, Miss Brodie, the Brodie Set
ABSTRAK


Di dalam penelitian ini terdapat dua masalah yang dianalisis: (1) “Bagaimana Miss Brodie dideskripsikan di dalam novel The Prime of Miss Jean Brodie karangan Muriel Spark?” dan (2) “Apa makna dari hidup Miss Brodie sebagai seorang guru di dalam novel The Prime of Miss Jean Brodie karangan Muriel Spark?”


Ada dua hasil dalam penelitian ini. Hasil penelitian pertama adalah karakter dari Miss Brodie. Miss Brodie dideskripsikan sebagai seorang guru yang berpenampilan modis, memiliki mata coklat dan mempunyai dada yang rata, angkuh, penuh akal, percaya diri, dan mempunyai pengaruh terhadap orang sekitarnya. Hasil penelitian kedua adalah tentang arti dari hidup Miss Brodie sebagai seorang guru. Ada dua arti yaitu arti tersurat dan arti sesungguhnya. Arti tersurat dari hidup Miss Brodie sebagai seorang guru adalah untuk menunjukan eksistensinya sebagai guru yang baik kepada muridnya dan pegawai-pegawai dari Sekolah Perempuan Marcia Blaine. Arti sesungguhnya dari hidup Miss Brodie sebagai seorang guru adalah tentang keinginannya untuk membuktikan bahwa dia bisa berjalan terus dan menjadi seorang yang sukses sebagai guru meskipun Hugh, tunangannya yang sudah meninggal, tidak bisa lagi mengakui eksistensinya.

Peneliti juga memberikan beberapa saran bagi para peneliti yang tertarik untuk menganalisis novel The Prime of Miss Jean Brodie karangan Muriel Spark. Peneliti juga menyesuaikan beberapa saran tentang apa yang bisa dosen, guru dan siswa lakukan dengan karya sastra untuk dapat dihubungkan dengan tujuan utama dari pendidikan.

Kata kunci: meaning, character, Miss Brodie, the Brodie Set
First of all, I would like to send my deepest gratitude to God, for his endless love and blessing given to me. I thank Him for always giving me light in every darkest night in my life. I thank Him for His guidance, so that I can finish this thesis on time.

My best gratitude also goes to Drs. Bambang Hendarto Yuliwarsono, M. Hum. for his kindness, patience, suggestion, and guidance through the process of finishing this thesis. My gratitude also goes to Drs. Y.B. Gunawan, M.A. for always being such an inspiring academic advisor for the past four years. I would like also to express my gratitude to Drs. Antonius Herujiyanto, M.A, for the great advice, the discussion, and the explanation on my thesis topic. I also want to thank Drs. Barli Bram, MEd. PhD., for being the proof-reader and thesis consultant. I would like to thank all PBI lecturers for their guidance and sharing their knowledge and all PBI staff for their help during the years of my study in Sanata Dharma University.

My greatest gratitude is dedicated to my beloved parents, Ferdynand Laeola and SS Christari for always loving, caring, motivating, and supporting me all through my life. I would like also to thank my cousins, Yohanes Setiawan and Alda Raisa for bringing a lot of joy and love during finishing this thesis. I would like to send my special gratitude to Yosia Lukman Tobing for always being there during my ups and downs.

I will be forever thankful for having friends who have motivated me to finish this thesis. My biggest thanks go to my classmates in PBI class A,
especially Acik, Inge, Kiky, Marcel, and Cimbul. I thank them for the happiness and tears during our time studying together. I also want to thank my best friends that I have ever had, Thesa, Bella, Icha, Ratih, Disa, Rani, and Inggrid, who are always there when I need them, they are all the best.

Lastly, I would like to send my best regards to all amazing people out there for their endless help and support that I cannot mention one by one. May the best come to them and God always bless them all.

Monica Adista Ferdy
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CHAPTER I

INTRODUCTION

This chapter consists of four chapters, namely the background of the study, research questions, significance of the study, and definition of terms. The background of the study deals with the reason why the researcher chooses the topic and why the topic is an interesting study. The research questions show the formulation of the problems discussed in this study. The significance of the study identifies the benefits of this study for students and other people who are interested in conducting research on a similar topic. The definition of terms presents the key terms used in this research.

A. Background of the Study

Literature has a close relationship with reality because several things that happen in our real life can be found in the literary works. People can learn about new things, moral values, and new experiences by reading literary works. Abrams (2005) states that, “Literature is an imitation or reflection, or representation of the world and human life” (p. 51). This statement means that literature represents human’s life experiences.

One genre of literary works that is familiar in our life is novel. As a work of literature, novel can portray our real life. The author uses his or her ability to share his or her inspiration and intuition by writing them in his or her novel. Hudson (2006) describes about a novel that contains about someone life,
“The novel is concerned directly with life – with men and women, and their relationships, with the thoughts and feelings, the passions and motives by which they are governed and impelled, with their joys and sorrows, their struggles, successes, failures” (p. 163).

This statement means that a novel portrays someone’s life, and the things that he or she faces in life. In other words, a novel contains a reflection of someone’s life. The author puts a magic sense in a novel to portray someone’s life to make it more interesting, and delivers the message and moral value through the novel. Bertens (2001) states that a novel focuses on the message from the author, that he or she wants to deliver to the readers (p. 45). By reading a novel, the readers will understand the moral value and the message that the author wants to deliver. The readers understand about the characters, the plot, the setting, the symbolism, the social status, and the culture that take place in the story.

The Prime of Miss Jean Brodie is a novel written by Muriel Spark, published in 1961. This book is the best known of her works. Muriel Spark is a Scottish author who was born on February 1, 1918. This novel tells about an idealist teacher of Marcia Blaine Girl’s School, called Miss Brodie who always wants to control her students’ life. Miss Brodie sabotages the school curriculum as she grandstands her own passions, based on her personal and academic belief.

The setting of time is in 1930s in Edinburgh. She does not only control her students’ life in her class, but also their personal life. Miss Brodie has six special students called The Brodie Set. They are Sandy Stranger, Monica Douglas, Rose Stanley, Eunice Gardiner, Jenny Gray, and Mary Macgregor. Miss Brodie always uses her dominance to get what she wants and tries to make them be like her and make them become what she wants. Miss Brodie’s personality really affects The
Brodie Set’s personality and ways of thinking. Miss Brodie who always says that she is in her prime, has an ex-boyfriend who dies in the world war II, and she always tells the students how she loves him. Miss Brodie is in love with an art master called Mr. Lloyd, but he is married so she gives him up. After that, she has an affair with a music teacher called Mr. Lowther. Meanwhile, Mr. Lowther is tired of her, so he gives her up and married Miss Lockhart, the science teacher. The other teachers in Marcia Blaine do not like Miss Brodie’s way of teaching because it is not suitable for the school curriculum. Miss Mackay, the headmistress, is one of the teachers of Maria Blaine School who does not like the teaching method of Miss Brodie. She tries to drive Miss Brodie out from the school, and make The Brodie Set removed. Meanwhile, The Brodie Set is always loyal to Miss Brodie. They always follow Miss Brodie’s order. Until then, one of The Brodie Set betrays her, and she is Sandy Stranger.

The topic of this thesis is The Meaning of Miss Brodie’s Life as a Teacher as Seen in Muriel Spark’s The Prime of Miss Jean Brodie. The researcher decided to choose this novel to discuss because of two reasons. First, the researcher is interested in one of the characters in The Prime of Miss Jean Brodie namely Miss Jean Brodie. Second, this novel tells about a teacher’s life, who has a great charisma, but she has different methods of teaching. As a future teacher, the researcher is inspired by Miss Brodie of being a teacher who always cares about her students. Because of those two reasons, the researcher is curious to find out the meaning of Miss Jean Brodie’s life as a teacher.
B. Research Questions

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

1. How is Miss Jean Brodie described in Muriel Spark’s *The Prime of Miss Jean Brodie*?

2. What is the meaning of Miss Jean Brodie’s life as a teacher as seen in Muriel Spark’s *The Prime of Miss Jean Brodie*?

C. Significance of the Study

There are some significances of this study. It can give benefits to the students who study literature, English teachers, English lecturers, future researchers, and all the readers who are interested in studying literature. The first significance is to help the readers know the story about Miss Brodie’s life as a teacher. The second significance is that future researchers can use this study for their references of their research. The third significance is that English teachers and lecturers can use this novel in their reading class. They can also know how to be a good teacher, how to treat their students properly and follow the rules that the school has, unlike Miss Brodie who has different methods to teach the students. The last significance is to help future researchers, who are interested in literature, can use this study as one of their references to gain a better understanding of this novel.
D. Definition of Terms

This part provides some explanations of the terms that are used in this study to avoid misunderstanding about the content of this study.

1. Meaning

Meaning is divided into two parts. They are literal meaning and true meaning. According to Quinones (2002) literal meaning is a meaning that can be found easily in the novel because the author wrote it clearly in the novel. It is usually called surface meaning. Meanwhile, deeper meaning is an abstract meaning. It can be found implicitly by the readers, and then they need to interpret the meaning by themselves.

2. Character

Abrams (2005) states that, characters are people represented in a dramatic or narrative work, whose moral, intellectual and emotional qualities are interpreted by the reader through what they say and do (p. 42). A character is an important element in the work of literature because without a character a literary work will not be alive and interesting.

3. Prime

According to Webster’s Encyclopedic Unabridged Dictionary of the English Language (2001), prime means the state of highest perfection. It means that someone reaches their highest perfection in his or her life.
CHAPTER II

REVIEW OF RELATED LITERATURE

There are three parts in this chapter. They are review of related studies, review of related theories, and theoretical framework. In the review of related studies, the researcher reviews some previous studies that have been conducted on Muriel Spark’s *The Prime of Miss Jean Brodie*. In the review of related theories, the researcher reviews some related theories to analyze the novel. While in the theoretical framework, the researcher explains the contribution of those theories and reviews in analyzing the problems of the study.

A. Review of Related Studies

There are two studies that have been conducted on *The Prime of Miss Jean Brodie*. An English Letters student named Paschalia Vista Patria Puspita, wrote a study with the title *Power and Its Effects to The Relationship of Jean Brodie in Muriel Spark’s The Prime of Miss Jean Brodie* in 2004. She focused on Miss Brodie’s power and the effects of her power to her relationship with people around her. She found out that Miss Brodie was a teacher that did not want to follow the school’s rule, she had her own way of teaching, and she controlled her students. She was a strong and hard woman who was also arrogant. Secondly, she found that Miss Brodie used six kinds of power namely coercive power, reward power, informational power, legitimate power, expert power and referent power. She found that Miss Brodie’s power gave effects to her relationship with others. It made her
students become loyal to her, but it also made one of the students betray her. She also lost her job as a teacher.

The second study is from an English Language Education Study Program student named Esther Elita Olanina in 2006. It is entitled The Study of Idealism and Reality in Somebody’s Life as Seen in Jean Brodie the Main Character of Muriel Spark’s The Prime of Miss Jean Brodie. She focused on Miss Brodie’s idealism of her real life. She found that Miss Brodie was an arrogant teacher who always wanted to control her students’ life, a hard and strong woman, and a teacher that loved politics. She also found that Miss Brodie had a different method of teaching, because she thought that her method was better than the method of the school. Besides, Miss Brodie tried so hard to be respected by the students and the teachers of Maria Blaine School. She did not want to respect the headmistress, Miss Mackay, who did not like her existence in the school.

Being different from the studies mentioned above, this study focusses on the meaning of Miss Brodie’s life as a teacher. As we know that the first study by Paschalia Vista Patria Puspita told about the effects of Miss Brodie’s power to control others. In the second study by Esther Elita Olanina, she that told about the idealism of Miss Brodie that differs from her real life. None of them do the study on revealing what is actually Miss Brodie’s motive in her life as a teacher.

B. Review of Related Theories

This part presents theory of critical approach, psychoanalysis theory, theory of literal meaning and true meaning, theory of character, theory of characterization,
and theory of motivation. Those theories are important to reveal the meaning of Miss Brodie’s life as a teacher as seen in Muriel Spark’s *The Prime of Miss Jean Brodie*.

1. **Theory of Critical Approach**

An approach is needed in analyzing a literary work. According to Rohrberger and Woods (1971, pp. 6-14), there are five kinds of the critical approaches. The first is the formalist approach, which focuses on the esthetic value of a work. This approach seeks the meaning of a literary work through the form or structure of the work itself. The second is the biographical approach that examines a literary work through the author’s personal experiences and ideas.

The third is the sociocultural-historical approach, which considers social, cultural, and historical backgrounds of the literary works are important things to understand. The fourth is mythopoeic approach that uses myth beyond the work of art as reference to explain the mythical relationship found in a story. The last is the psychological approach which focuses on the complexity of thought and behavior, the content of this region of the mind found expression in symbolic words, thought and actions.

One of the approaches that the researcher has mentioned, the psychological approach is suitable to answer the formulated problems of this study. This approach is the most suitable one to be applied, because this study focusses on revealing the meaning of Miss Brodie’s life as a teacher. The psychological approach can help the researcher to reveal Miss Brodie’s meaning of life as a teacher in psychological
aspects. Psychology plays an important role in literary works. The novel’s composition cannot be separated from psychological aspects. In the literary work, usually the author wants to reveal the character’s behavior or feeling in facing their problems. The researcher can reveal how Miss Brodie’s behavior, thought and feeling in facing her life as a teacher, after her late fiancé leaves her forever.

2. Psychoanalysis Theory

Freud believes that human behavior is caused by their early life experience (as cited in Hjelle & Ziegler, 1981, p. 31). Life is made up of different memories from the past, and the result is what people are today. Memories from the past can influence someone’s life, such as how people behave or socialize today. The psychoanalytic believes that behavior and personalities are reflection of the contents in the mind’s unconscious part. Freud has developed a theory called Psychoanalysis theory in 1920, and divides them into three major systems, they are id, ego, and superego (as cited in Hjelle & Ziegler, 1981, p. 32).

The id is the mental agency that contains everything inherited, presents at birth, and is fixed in individual’s constitution. It is totally unconscious and unaware of its working (as cited in Hjelle & Ziegler, 1981, p. 33). The id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants and needs. It includes the sex instinct and aggressive instinct.

The ego is concerned with the conscious, rational, moral and self-awareness aspect of mind. It develops to mediate between the unrealistic id and the external real world. The ego operates according to the reality principle, working human
realistic ways of satisfying the id’s demands. The ego must continuously differentiate between things in the mind and things in the real world (as cited in Hjelle & Ziegler, 1981, p. 35).

The superego is the last major system of personality to be developed to control the society’s norms and standards of behavior, especially something that the society forbids, for example sex and aggression. The superego is a sensor for the id and it is responsible to respond the ego (as cited in Hjelle and Ziegler, 1981, p. 36).

3. Theory of Literal Meaning and Deeper Meaning

In connection to literary works, meaning can be categorized into two, literal and deeper meaning. Literal meaning is a meaning that can be noticed by the readers because it is written in the novel. Quinones (2002) states that literal meaning is something that happens in it. It is about what the reader can see from a literary work. It can be noticed easily by the readers. It can be called a surface meaning.

On the other hand, deeper meaning tells the reader about the meaning behind the character’s action in the literary works. Quinones (2002) states that, deeper meaning is usually more abstract in the form of concept rather than physical description. To understand the novel deeply, the readers need to interpret the deeper meaning of the character’s action because the deeper meaning is beyond the written words and not stated directly.

Deeper meaning is also called true meaning. In addition, Barnet, Burto and Cain (1994) states that, true meaning is the implicit meaning. It is a meaning to be found by for the readers. The readers will understand more about the values of a literary work after reading it, because it is implicitly described by the author.
4. Theory of Character

Character has a special role in literary work and the most important element of a novel. He or she reveals the story in action. He or she gives the ‘soul’ for the story. Abrams in his book *A Glossary of Literary Terms* states that;

“The character is the name of a literary genre is a short and usually witty, sketch in prose of distinctive type of person. Characters are the person represented in a dramatic or narrative work, who are interpreted by the reader a possessing particular moral, intellectual and emotional qualities by inferences from the persons says and their distinctive ways of saying it and from what they do” (2005, p. 42).

From the quotation above, it can be concluded that the character’s characteristics can be shown through what he or she says, his or her ways of saying, and what he or she does in the novel. As Robert and Jacob (1989) say, someone needs to understand every single action, speech, and thought of the character to analyze the character of the novel (p.119).

In addition, Forster (1985) says that a character can also be categorized as flat and round. A flat character does not change because of any circumstances that the character faces. The author describes the character in one sentence and describes it completely. The author describes the character as having just one or two characteristics. The advantage of this character is that it can be easily recognized and easily remembered by the reader because the character does not experience changes. The readers do not know much about this character because the author does not give detail information about her or him. The role of flat characters is usually to support the main character of the novel.

Meanwhile, a round character is more complex in temperament and motivation. The author describes the character like a human being in real life who
can act unpredictably. Thus, a round character undergoes changes that can surprise the reader ( Förster, 1985, pp. 46-54). A round character has many layers of personalities. He or she requires comprehensive exploration to reveal its characteristics of actual personality, mind or behavior as a subject or object in the novel. Usually, the round character is the main character of the novel. It means that a round character is the main character who has many traits.

In addition, Henkle (1977) has another classification of character, namely major, secondary, and minor characters. The major character is a key structural function whom the author can show the values of the novel through his or her actions and behaviors. The major characters get more complicated problems and attention in the novel (p. 92). The secondary characters are characters who create the way of life to be normal for the society. Secondary characters may be a friend of the major character or someone who appears in the novel oftentimes to give comment or interact with the major characters (p. 95). The minor characters have fewer problem, and only appear one side of the story (p. 97).

5. Theory of Characterization

Henkle (1977) states “Characterization, therefore, is central to the fictional experience” (p. 86). An author presents the characteristics of a characters of the novel through the characterization to show how his character looks like. There are nine ways that can be employed by the author to expose the character’s characteristic as proposed by Murphy (1972, pp. 161-173):
a. **Personal Description**

The author describes a character from his or her physical appearance by using adjectives. The author explains how a character dressed, and how a character looks like (p. 161). It gives detailed information to the reader and the reader can imagine how the character looks like.

b. **Characters as Seen by Others**

The author describes a character through the opinion of other character. The other character’s opinion can make the reader imagine and know the personality of the character (p. 162).

c. **Speech**

The author describes a character through his or her speech. Whenever a character speaks, in a conversation with another, puts forward an opinion or idea, it means that the author is giving the reader clues of the character (p. 164). The reader will be able to understand the character through the character’s speech.

d. **Past Life**

The author lets the readers know about the character’s past life to describe a character. It can give the reader some clues of the events that have helped to shape a person’s character, through the author’s direct comment, person’s thought, and through his or her conversation (p. 166).

e. **Conversation of Others**

When the character has a conversation with others, it means that the author is giving a clue to a person’s character (p. 167). It means that the conversation with other characters in the novel can reveal the characteristics of the character.
f. **Reactions**

The author describes a character through the readers’ findings of how that character faces various situations and events (p. 168). It shows that when a character makes a reaction in the novel, the readers will be able to have a conclusion about the characteristics of the character.

g. **Direct Comment**

The author describes and comments on a person’s character directly (p. 170). It means that the author writes the comments or the description directly, so the readers can find out the characteristics easily.

h. **Thoughts**

The author describes a character by giving knowledge of a character’s thinking to the reader. The author can give the readers what different people are thinking (p. 171). It means that the author gives the clues to the readers about the character’s characteristics through his thought.

i. **Mannerism**

The author describes a character’s mannerism, habit or idiosyncrasies which may also tell the reader something about the character (p.173). It can be concluded that the reader will know the character through his or her manner.

6. **Theory of Motivation**

Petri (1981) in his book entitled *Motivation: Theory and Research* states that motivation is the concept when we describe the forces acting on or within and organism to initiate and direct behavior. The motivation concept is also used to explain the differences of the intensity of behavior. Intense behaviors are presumed
as the result of higher levels motivation (pp. 3-4). It can be concluded that motivation is related with human’s behavior. If someone has a forceful behavior, she or he has high level motivation.

Huffman et al (1997) divide motivation into two kinds, namely intrinsic and extrinsic. Intrinsic motivation is the desire to act for its own sake. While extrinsic motivation is the desire to act because of external rewards or avoidance of punishment (p. 377). From those sentences it can be concluded that intrinsic motivation means that the motivation comes from the person himself, and extrinsic motivation means that the motivation comes from external factors.

Abraham Maslow develops a theory of motivation that compromises with human’s struggle to reach his or her potential. Maslow developed this theory besides on human’s needs. There are five kinds of human’s needs according to Maslow (as cited in Petri, 1981, pp. 302-305):

a. Psychological Needs

The psychological needs are the most important needs in someone’s life. These are the basic needs of physical requirements for human’s survival. The example of psychological needs are the needs of air, water, food, clothes, sleeping, sex, shelter, comfort, and self-preservation. It can be said that if these needs are met, the next need of the hierarchy emerges as a dominant force in controlling and directing someone’s behavior (p. 302).
b. **Safety Needs**

The safety needs are primarily triggered in emergency situation just like the psychological needs. Safety needs represent the need of security in an environment. The safety needs include the personal security, financial security, healthy, and safety against illness and their adverse impacts (p. 303).

c. **Love or Belongingness Needs**

Love or belongingness needs are about loving and being loved, and social relationship. It requires the accepting and giving of love. These needs are needs to feel part of group, or feeling of belongs to others. For example, love or belongingness needs are not the same to sexual needs which are psychological, but sexual intimacy can satisfy one’s need to belong (p. 303).

d. **Self-Esteem Needs**

Self-esteem needs are needs for a positive, high evaluation of oneself. This evaluation can be divided into two subcategories, needs for self-esteem and needs for esteem from others. The need for self-esteem motivates the individual to strive for achievement, strength, confidence, independence, and freedom. Meanwhile, the related needs of esteem from others involves a desire for reputation, status, recognition, appreciation by others of one’s abilities, and a feeling of importance (pp. 303-304).

e. **Self-Actualization**

The self-actualization can be reached if someone has satisfied with the first four levels of need. The self-actualization is the desire to become more and more, to become the one who is capable or becoming. These needs are the identification
of morality, creativity, spontaneity, problem solving, lack of prejudice, and acceptance of facts (pp. 304-305).

C. Theoretical Framework

In this study, the researcher uses the psychological approach. This approach is essential to analyze and answer the formulated problems because this approach can help the researcher to reveal Miss Brodie’s meaning of life as a teacher in psychological aspects. The researcher can reveal how Miss Brodie’s behavior, thought and feeling in facing her life as a teacher, after her late fiancé leaves her forever.

To answer the first formulated problem, the researcher uses the theory of character and characterization. The researcher uses character theory proposed by Forster (1985), and the characterization theory by Henkle (1977) and Murphy (1972). Those theories are helpful to reveal what kind of character Miss Brodie is.

The psychoanalysis theory by Sigmund Freud (1920) is used to answer the second formulated problem. The theory of motivation by Abraham Maslow and Huffman et al (1997) are also used to answer the second formulated problem. The other theory that can be used to answer the second formulated problem is the theory of literal and true meaning by Quinones (2002) and Barnet, Burto and Cain (1994).
CHAPTER III

METHODOLOGY

This chapter presents the methodology in conducting this study. This chapter is divided into two parts. The first part is object of the study which elaborates the physical discussion of the novel used in the study. The second part is the approach of the study that is used to help the writer answer the problems of the study.

A. Object of the Study

_The Prime of Miss Jean Brodie_ is a novel written by Muriel Spark, published in 1961. This book is the best known of her works. Muriel Spark is a Scottish author who was born on February 1, 1918. In this study, the writer used an edition that was published in 1961 by C. Nicholls & Company Ltd. The novel contains 128 pages and it is divided into 6 chapters.

This novel had been adapted into a stage version in 1968 by Jay Presson Allen, and stared Zoe Caldwell. In 1969, this novel also was made into a film directed by Ronald Neame. It starred Maggie Smith, and she won as the Best Actress on the Academy Award for her performance. In 1978, a Scottish Television produced the seven part serial _The Prime of Miss Jean Brodie_, and starred Geraldine McEwan.

This novel tells about a charismatic teacher of Marcia Blaine Girl’s School, called Miss Brodie, who always wants to control her students’ life. The story happens
in 1930s at Edinburgh. She does not only control her students’ life in school, but also their personal life. Miss Brodie has six special students called The Brodie Set, they are Sandy Stranger, Monica Douglas, Rose Stanley, Eunice Gardiner, Jenny Gray, and Mary Macgregor. Miss Brodie always uses her ability to get what she wants and tries to do what she wants. Miss Brodie really has a charisma so that the students always do what Miss Brodie says. Meanwhile, one of The Brodie Set betrays her. The one who betrays her is Sandy Stranger. The teachers in Marcia Blaine do not like Miss Brodie’s way of teaching because it is not suitable for the school curriculum.

She has a late fiancé named Hugh, who dies in the World War I. She cannot admit the dead of her fiancé, she decides to have an affair with an art master from the senior school, Mr. Lloyd, but she gives him up because she realized that he is a married man with six children. After that, she has an affair with the singing master of Marcia Blaine School, Mr. Lowther. She does it because she wants to let go of Mr. Lloyd.

B. Approach of the Study

According to Rohrberger and Woods (1971, pp. 6-14), there are five kinds of the critical approaches, namely the formalist approach, biographical approach, sociocultural-historical approach, mythopoeic approach and psychological approach.

The approach that the researcher used in this study is the psychological approach. Rohrberger and Woods Jr (1971) say that psychological approach uses the psychological theories to explain human motivation, personality, and behavior (pp. 13-
15). The psychological approach is applied because this approach is the most appropriate approach to answer the problem formulation of the study. The writer wants to reveal the meaning of Miss Brodie’s life as a teacher in psychological aspects. The researcher can reveal how Miss Brodie’s behavior, thought and feeling in facing her life as a teacher, after her late fiancé leaves her forever.
CHAPTER IV

ANALYSIS

This chapter is divided into two parts based on those two formulated problems. First, it will discuss how is Miss Jean Brodie described in Muriel Spark’s *The Prime of Miss Jean Brodie*. Second, it will focus on what is the meaning of Miss Brodie’s life as a teacher as seen in Muriel Spark’s *The Prime of Miss Jean Brodie*.

A. Miss Jean Brodie’s Description

In this part, the researcher tries to answer the first formulated problem namely the characteristics of Miss Jean Brodie as seen in Muriel Spark’s *The Prime of Miss Jean Brodie*. Character has a special role in literary work and the most important element of a novel. A character reveals the story through his actions, and gives the soul of the story (Roberts & Jacob, 1987). It can be revealed by how the character thinks, speaks and behaves.

According to Henkle (1977), there are three kinds of character, namely major, secondary, and minor character. Miss Jean Brodie is considered as a major character of the novel. She is a teacher at Maria Blaine School for Girls in the 1930’s. She appears from the beginning until the end of the story. She has an important role in the novel to make the story alive. According to Forster (1985), there are two kinds of character, namely round character and flat character. Based on this theory, Miss Jean Brodie belongs to a round character because she is the
major character of the novel that has an important role in the story, and her characters are complex in temperament and motivation.

According to Robert and Jacobs (1989), in analyzing a character in a novel, the researcher should understand some important things, such as every single action, speech, and thought of the character (p.119). Murphy (1972) also states that there are nine ways to reveal someone’s characteristics. They are personal description, character as seen by others, character’s speech, character’s past life, conversation of others, character’s reaction, direct comment from the author, character’s thought, and mannerism (pp. 161-173). In this first part of the analysis, these theories will be used to reveal Miss Jean Brodie’s characteristic that described in the novel. Miss Brodie’s characteristics can be revealed through the author’s direct comment, personal description, the conversations between Miss Brodie and others, Miss Brodie’s speech, Miss Brodie’s reactions of something, and Miss Brodie’s characters as seen by other characters.

1. **Physical Appearance**

Miss Jean Brodie’s physical description is shown by the author’s direct comment in the beginning of the novel. Through the author’s direct comment, Miss Brodie is described as a woman who has brown eyes, “Miss Brodie forced her brown eyes to flash as a meaningful accompaniment to her quite voice” (p. 9).

Based on Murphy (1972), a character’s characteristic can be revealed through the opinion of other character in the novel (p. 162). As seen by Sandy Stranger, one member of the Brodie Set, Miss Jean Brodie has a flat chest, but sometimes Sandy sees that Miss Brodie’s chest is very noticeable and large.
Some days it seemed to Sandy that Miss Brodie’s chest was flat, no bulges at all, but straight as her back. On other days her chest was breast-shaped and large, very noticeable, something for Sandy to sit and peer at through her tiny eyes while Miss Brodie on a day lessons indoors stood erect, with her brown head held high, staring out of the window like Joan of Arc as she spoke (p. 11).

Miss Brodie is a stunning teacher in fashionable clothes. She likes to wear nice and neat dresses. She never dresses like an ordinary teacher who wears a simple dress. When Miss Brodie visits A.A. Milne with her friends, she wears a long black gown with a lace mantilla (p. 44). She also shows her fashionable side when she is in school. She wears her newer clothes and a glowing amber necklace (p. 53).

It can be seen that, Miss Brodie never wears ordinary dresses as a teacher. She always wears accessories to show her glamour. She always wants to be fashionable in every moment in her life, whether she is at school or not.

2. Arrogant

Miss Brodie always thinks that she is the best, and no one can make her down. In the beginning of the novel, it tells us about someone who has opposed her and forces her to resign. However, she would not resign. She thinks that no one can make her resign from the school, because she thinks that she is the best teacher that Maria Blaine School needs. It can be seen from her way of speaking.

‘I have to consult you about a new plot which is afoot to force me to resign. Needless to say, I shall not resign.’ She spoke calmly as she always did in spite of her forceful words. Miss Brodie will never discussed her affairs with the other members of the staff, but only with those former pupils whom she had trained up in her confidence. There had been previous plots to remove her from Blaine, which had been foiled (p. 9).

She would never resign. If the authorities wanted to get rid of her she would have to be assassinated (p. 9).
Those quotations above show her arrogance in the education field, especially at Maria Blaine School. She does not want to resign, although other Blaine’s staff members want her to resign from the school. She also says to her students that someone who wants her to resign should kill her first so that person can take her job as a teacher.

As a teacher, Miss Brodie always thinks that her method of teaching is good for her students. It is because she always thinks that she is the best.

‘When I see Miss Mackay on Monday morning,’ said Miss Brodie, ‘I shall point out that by the terms of my employment my methods cannot be condemned unless they can be proved to be in any part improper or subversive, and so long as the girls are in the least equipped for the end-of-term examination (p. 38).

This quotation shows that Miss Brodie has different ways of teaching, and she does not like if her method of teaching is underestimated by others. She thinks that her methods of teaching are good, and she wants others’ confession that her method of teaching is good.

In line with that, arrogant people will also be jealous of other people who have different ways of thinking, different religions, or different cultures. It is because they do not want if there is another person who is better than them. These people will show their negative reaction to the different people. Miss Brodie also shows her jealousy of the Girl Guides that she and the Brodie Set meets in the Edinburgh street, while they are doing their discussion about some parts of Edinburgh.

That was all right, but it seemed, too, that Miss Brodie’s disapproval of the Girl Guides had jealousy in it, there was an inconsistency, a fault. Perhaps the Guides were too much of a rival fascisti, and Miss Brodie could not bear it (pp.31-32).
The author’s direct comment above shows that Miss Brodie does not like people or other groups who have different ways of thinking, like the Girl Guides who were a rival of fascisti. In the novel, Miss Brodie says that she is a big fan of fascism idea, ‘Sandy recalled Miss Brodie’s admiration for Mussolini marching troops,…’ (p. 31).

A person who is arrogant usually wants everything to happen like what she or he wants, and she or he will control everything around her or him. Miss Brodie is described as a teacher who wants to control everything just like what she wants.

‘I am not saying anything against the Modern side. Modern and Classical, they are equal, and each provides for a function in life. You must make your free choice. Not everyone is capable of a Classical education. You must make your choice quite freely.’ So that the girls were left in no doubt as to Miss Brodie’s contempt for the Modern side (p. 61).

…

‘Why do you want so much to go on the Classical side, Mary? You aren’t cut out for it. Don’t your parents realize that?’
‘Miss Brodie prefers it’ (p. 64).

Those two quotations above show that Miss Brodie has the power to control everything in her students’ lives. Miss Brodie only says that she does not prefer to Modern side, but she lets her special students to make their own choice. However, it shows that Miss Brodie wants her students to get the Classical education as what she wants.

Miss Brodie always wants to control everything that should be done by her special students.

It was plain that Miss Brodie wanted Rose with her instinct to start preparing to be Teddy Lloyd’s lover, and Sandy with her insight to act as informant on the affair (p. 109).
It is also found in the novel that Miss Brodie wants Rose to be Mr. Lloyd’s lover. She wants Rose to have an affair with Mr. Lloyd. She controls her students’ love life because she thinks that she is the best teacher in Marcia Blaine, and can control her students.

All the same, by the time the girls were sixteen Miss Brodie was saying to her set at large: ‘Sandy will make an excellent Secret Service agent, a great spy’; and to Sandy alone she had started saying ‘Rose will be a great lover. She is above the common moral code, it does not apply to her. This is a fact which it is not expedient for anyone to hear about who is not endowed with insight’ (pp. 109-110).

This quotation shows that Miss Brodie controls her students’ private lives. She uses Sandy to be a great spy, so that Miss Brodie can get the information about Teddy Lloyd. It shows that she wants her students to be what she wants. Therefore based on those explanation above, it can be concluded that Miss Brodie is an arrogant person.

3. Tricky

In the beginning of the novel, the author has shown the readers that Miss Brodie is a tricky teacher. It happens when she tells the students a story about her late fiancé, named Hugh, who dies in the World War I, and then Sandy and Jenny cry over her love story. Suddenly the headmistress, Miss Mackay comes to the class, and sees those two girls cry.

‘I am come to see you and I have to be off,’ she said. ‘What are you little girls crying for?’

‘They moved by a story I have been telling them. We are having a history lesson,’ said Miss Brodie, catching a falling leaf neatly in her hand as she spoke.

‘Crying over a story at ten years of age!’ said Miss Mackay to the girls who had stragglingly risen from the benches, still dazed with Hugh the warrior (p. 13).
The conversation between Miss Mackay and Miss Brodie above shows that Miss Brodie lies to Miss Mackay about the fact why the girls cry. She says to Miss Mackay that they cry because she tells a story in the history lesson. Meanwhile, the fact is that they cry because Miss Brodie tells them about Hugh who dies in World War I. She decides to lie in front of Miss Mackay to cover her true activity, and does not want to be removed from the school if Miss Mackay knows the truth (p. 13).

It is also described that Miss Brodie shows that she commands her students to shut their mouth when Miss Mackay asks them about what happens in the class. It happens again when Miss Brodie is talking about her summer holidays in Italy over an arithmetic lesson, and then Miss Mackay comes to the class to give an announcement.

She turned to the blackboard and rubbed out with her duster the long division sum she always kept on the blackboard in case of intrusions from outside during any arithmetic periods when Miss Brodie should happen not to be teaching arithmetic (p. 45).

The quotation above shows that Miss Brodie manipulates other teachers by keeping the long division sum on the blackboard, so that other teachers or staffs will think that Miss Brodie is doing arithmetic lesson for her students. She can make Miss Mackay believes with her long division trick. By considering her speech, conversation of others, and the author direct comment, Miss Brodie is described as a tricky person.
4. Confident

In this novel, she is portrayed as a woman who is confident. She always thinks that whatever she does or she says, has nothing wrong. It can be shown when she is asked to meet Miss Mackay one Monday morning. She tells about it to her Set. She has predicted that Miss Mackay will talk about her method of teaching, and she says that she has no doubt in facing Miss Mackay.

‘I have no doubt Miss Mackay wishes to question my methods of instruction. It has happened before. It will happen again. Meanwhile I follow my principals of education and give of my best in my prime.

... To me education is leading out of what is already there in the pupil’s soul. To Miss Mackay it is a putting in of something that is not there, and that is not what I call education. I call it intrusion, from the Latin root prefix *in* meaning in and the stem *trudo*, I thrust. (p. 36).

Miss Brodie’s speech to the Brodie Set above shows that she has no doubt if Miss Mackay asks about her method of teaching, because she thinks that there is nothing wrong with her method of teaching. It can be seen from the way she compares her comprehension about education’s meaning with Miss Mackay’s comprehension. She thinks that Miss Mackay’s comprehension of education is wrong, and hers is correct and proper to be applied at the school.

Miss Brodie’s self-confidence is also showed when she says that the Brodie Set is benefiting from her prime, as cited on page 44, ‘These are the years of my prime. You are benefiting by my prime,’ (p. 44). From this sentence, we know that she is so confident to say that her set will get the benefit from her prime.

Another proof that shows Miss Brodie’s self-confidence is when she tells her students about her summer holiday in Italy. She tells the students that her look is magnificent when she is wearing a glamour dress.
‘I went with my friends for an audience with the Pope. My friends kissed his ring but I thought it proper only to bend over it. I wore a long black gown with a lace mantilla, and looked magnificent’ (p. 44).

From the way she speaks about her look above, she feels so confident in wearing her long black gown with a lace mantilla that she looks magnificent when wearing it. When she has a conversation with Jenny and Sandy about Mr. Lloyd’s plan to invite all the Brodie Set members to be painted, she shows again her confidence to the readers.

‘Have you not thought it remarkable,’ said Miss Brodie, ‘that is you six girls that Mr. Lloyd has chosen to invite to his studio?’
‘Well, we’re set,’ said Jenny.
‘Has he invited any other girls from the school?’ – but Miss Brodie knew the answer.
‘Oh no, only us.’
‘It is because you are mine,’ said Miss Brodie. ‘I mean of my stamp and cut, and I am in my prime.’ (p. 97)

From the conversation above, it shows that Miss Brodie has the self-confidence of Mr. Lloyd’s decision to invite her set to his studio. She is confident enough to say that Mr. Lloyd invites them to the studio because of her. In other words, Miss Brodie thinks that Mr. Lloyd wants to paint her, but she refuses to do that, so he decides to invite her set, as her stamp and cut, or we call it as the copy-paste of Miss Brodie.

5. Influential

Miss Brodie is also portrayed as an influential teacher. She is a charismatic teacher because she has the power to influence her students. It shows when her students soon will enter the Senior School, and Miss Mackay asks them to choose whether they will go to Modern or Classical education.
‘Why do you want so much to go on the Classical side, Mary? You aren’t cut out for it. Don’t your parents realize that?’
‘Miss Brodie prefers it’

…..
When Jenny and Sandy opted for Classical, she said: ‘Because Miss Brodie prefers it, I suppose.’ (p. 64).

Based on the conversation between Miss Mackay with Sandy, Jenny and Mary shows that their decision to choose the Classical side is influenced by Miss Brodie. It shows that Miss Brodie has a great charisma in front of her students, especially the Brodie Set.

Another proof that shows Miss Brodie’s charisma is when Sandy, who is turned into Sister Helena, is asked by a man about her biggest influence of her life during her teens, as she has written a book of psychology entitled “The Transfiguration of Psychology”, and many people are curious about her influencer in life and in her book of psychology.

“You weren’t a Catholic then, of course?”
‘No,’ said Sandy.
‘The influence of one’s teens are very important,’ said the man.
‘Oh yes,’ said Sandy, ‘even if they provide something to react against.’
‘What was your biggest influence, then, Sister Helena? Was it political, personal? Was it Calvinism?’
‘Oh no,’ said sandy. ‘But there was a Miss Jean Brodie in her prime.’ (pp. 34-35)

The conversation between Sandy or Sister Helena and the man in the bars of the grille shows that Miss Brodie has the power to influence Sandy’s life choice. Miss Brodie’s different way of thinking has influenced Sandy’s life. As we know that Miss Brodie does not believe in Roman Catholic because, ‘Her disapproval of the Church of Rome was based on her assertions that it was a church of superstitions, and that only people who did not want to think for themselves were
Roman Catholics’ (p. 85). Miss Brodie also believes in Calvinism. Because of Miss Brodie’s disapproval with the Church of Rome and her interest on Calvinism, Sandy starts to think again about Miss Brodie’s belief about Calvinism and the Church of Rome. After thinking about Miss Brodie’s belief, she finds that not all of Miss Brodie’s beliefs are correct. Now, that Sandy becomes a nun, and believes in Church of Rome, it is influenced by Miss Brodie, although it is the opposite of Miss Brodie’s belief.

One more thing that shows Miss Brodie’s charisma is in Mr. Lloyd’s painting. Sandy finds that all of Mr. Lloyd’s paintings, look like Miss Brodie.

Why, it’s like Miss Brodie!’ said Sandy. ‘It’s terribly like Miss Brodie.’…. Teddy Lloyd shifted the new portrait so that it stood in a different light. It still looked like Miss Brodie. (p. 99)

During that time he painted a little, and she said: ‘You are still making me look like Jean Brodie.’ So he started a new canvas, but it was the same again. She said: ‘Why are you obsessed with that woman? Can’t you see she’s ridiculous?’ He said, yes, he could see Jean Brodie was ridiculous. He said, would she kindly stop analyzing his mind, it was unnatural in a girl of eighteen. (p. 122)

Those quotations above show that Mr. Lloyd’s paintings are influenced by his love to Miss Brodie. Miss Brodie has a great charisma that Mr. Lloyd cannot handle, so whenever he paints someone, whether she is his wife, his children, or one of the Brodie Set, he will make the painting look like Miss Brodie.

2. The Meaning of Miss Brodie’s Life as a Teacher

In this study, the meaning of Miss Brodie’s life as a teacher is divided into two parts. The first is literal meaning or surface meaning, and the second is deeper meaning or true meaning. Literal meaning means that the meaning of Miss Brodie’s
life as a teacher can be found explicitly in the novel. The author has shown and written clearly in the novel. Meanwhile, deeper meaning means that the meaning of Miss Brodie’s life as a teacher can be found after reading the novel. The author lets the readers interpret the deeper meaning by themselves after reading the novel. In analyzing the meaning of Miss Brodie’s life as a teacher, the researcher uses the psychological approach that is called psychoanalysis theory by Sigmund Freud, and theory of motivation by Petri (1981), Huffman et al (1977), and Abraham Maslow (1981).

1. The Literal Meaning of Miss Brodie’s Life as a Teacher

In the literal meaning, the meaning of Miss Brodie’s life as a teacher can be seen explicitly in the novel. In order to support the analyses of the literal meaning of Miss Brodie’s life as a teacher according to Miss Brodie’s characteristics, the researcher applies Freud’s psychoanalysis theory. Freud divides three major systems of the causes of human behavior, such as id, ego, and superego (as cited in Hjelle & Ziegler, 1981, p. 32).

Miss Brodie as a teacher in Marcia Blaine School, has a different method of teaching. She teaches her students with her own method that is irrelevant to the school’s curriculum. It can be seen at the beginning of the novel.

These girls were discovered to have heard of the Buchmanites and Mussolini, the Italian Renaissance painters, the advantages to the skin of cleansing cream and witch-hazel over honest soap and water, and the word ‘manarche’; the interior decoration of the London house of the author of Winnie the Pooh had been described to them, as had the love lives of Charlotte Bronte and of Miss Brodie herself (p. 5).

From the quotation above, Miss Brodie is known as a teacher that teaches her students with irrelevant subjects. She has her own way to teach her students. In
this part, Miss Brodie’s literal meaning of her life as a teacher is related with her desire in showing her existence to her students and the school’s staff. Miss Brodie’s id has the desire to figure out how to be a good teacher in front of her students and the school’s staff. Freud (1981) states that the ego is influenced by the reality principle. The ego will be concerned about conscious, self-awareness, and rational (p. 35). Miss Brodie’s ego helps her id to fulfill her desire by doing something in her own way that can be shown to the students and other staffs. Miss Brodie lets her ego work by that reason.

First, Miss Brodie’s desire in showing her existence is the result of never being supported by the school’s staff. The school’s staff have already known about Miss Brodie’s way of teaching. Because of her different method of teaching, the other staff members of Marcia Blaine do not like her. They think that Miss Brodie’s method is not proper. Miss Mackay, as the head mistress, is the one of the members who does not agree with Miss Brodie’s method, and she wants to make Miss Brodie resigned from the school.

… but also because the headmistress intended them to be dispersed. She laid a scheme and it failed. It was too ambitious, it aimed at ridding the school of Miss Brodie and breaking up the Brodie set in the one stroke (p. 77).

From the quotation, Miss Mackay tries so hard to make Miss Brodie resign. She tries everything to make the Brodie Set disappeared from the school and wants to split them out. However, Miss Brodie wants to show that her method is good, and she is a good teacher.

‘When I see Miss Mackay on Monday morning,’ said Miss Brodie, ‘I shall point out that by the terms of my employment my methods cannot be condemned unless they can be proved to be in any part improper or
subversive, and so long as the girls are in the least equipped for the end-of-term examination (p. 38).

As an arrogant person, Miss Brodie wants to challenge Miss Mackay to prove that her method is improper. She knows that Miss Mackay ignores her existence as a good teacher by considering that Miss Brodie’s method of teaching is irrelevant with the school curriculum. She wants Miss Mackay to recognize that there is nothing wrong with her method of teaching.

Another proof that shows Miss Brodie’s desire on showing her existence is when Miss Brodie is telling a story about her dead fiancé, and suddenly Miss Mackay comes to the class to give an announcement to Miss Brodie’s class, but Miss Mackay sees Sandy and Jenny are crying. Miss Mackay asks what has happened, and Miss Brodie says that they are crying over her story in history lesson (p. 13). As a tricky person, Miss Brodie wants to show to Miss Mackay that her students cry because they are enjoying the story in her history lesson. She wants to show to Miss Mackay that her students can enjoy her method of teaching although the head mistress thinks that her subject is irrelevant.

When Miss Brodie is asked to meet Miss Mackay at one morning break at Monday to discuss Miss Brodie’s way of teaching, she explains about her opinion about the meaning of education, and compares it with Miss Mackay’s opinion. She follows her principals of education. According to her, education means leading out what is already there in the students’ soul. It is different from Miss Mackay’s opinion. Miss Mackay thinks that education is putting new knowledge into the students’ mind (p.36).
Considering Miss Brodie’s opinion above, she wants to show that she has other opinions of education meanings. She wants to show to Miss Mackay that she is a good teacher for her students. She wants Miss Mackay and her students know that education to her means a leading out of knowledge. She wants to add and develop her students’ knowledge, because she believes that someone has given basic knowledge since she or he was born, so she wants to develop what her students already have.

Another action that Miss Brodie wants to show to the other teachers about her teaching method is when she guides her students to go to the art room, which is Mr. Lloyd’s room, to teach her students to get new knowledge about art.

Miss Brodie’s class had only once had an opportunity to size him up closely, and then it was in a dimmed light, for the blinds of the art room had been drawn to allow Mr. Lloyd to show his lantern slides. They had been marched into the art room by Miss Brodie, who was going to sit with the girls on the end of a bench, …

Mr. Lloyd his pictures from an exhibition of Italian art in London. (pp. 48-49)

From the quotation, it can be seen that her way of teaching is different from others. She wants to show that she is always there for her students if the students need her in another class.

Second, Miss Brodie’s desire in showing her existence is the result of the Brodie Set’s loyalty to her. As her response to the Brodie Set’s loyalty, she wants to give something to them. Therefore, Miss Brodie asks the Brodie Set to go with her to the old place of Edinburgh to see where history is kept.

Mary tried to keep up with her. They were crossing the Meadows, a gusty expanse of common land, glaring green under the snowy sky. Their destination was the Old Town, for Miss Brodie had said they should see
where history had been lived; and their route had brought them to the Middle Meadow Walk (p. 29).

Miss Brodie asks the Brodie Set to go to the old places of Edinburgh because Miss Brodie thinks that the old places of Edinburgh are a part of their history. Miss Brodie wants to give something to the students. Miss Brodie wants the Brodie Set to know exactly how the history has been existed, so she takes the Brodie Set to see the old places of Edinburgh.

On the other occasion, she applies her uncommon teaching method. Miss Brodie shows that she wants to give something to her students, it can be seen through her speech.

‘You did well,’ said Miss Brodie to the class, when Miss Mackay had gone, ‘not to answer the question put to you. It is well, when in difficulties, to say never a word, neither black nor white. Speech is silver but silence is golden. Mary, are you listening? What was I saying?’ (p. 13)

Considering from Miss Brodie’s speech, it is clear that she wants to give her students an explanation that not all things that they know should be expressed through words. She wants her students to understand that silence is better if they are in a difficult situation, because being silence means that someone will not get into trouble.

Miss Brodie also shows that she wants to give something to her students. It can be seen from her idea to make one member of the Brodie Set, Rose, to be Mr. Lloyd’s lover. Although Mr. Lloyd is her love in her prime.

‘Rose is bound to be painted many times. She may well sit for Mr. Lloyd on future occasions, she is one of the crème de la crème.’ (p. 96)

... 

It was plain that Miss Brodie wanted Rose with her instinct to start preparing to be Teddy Lloyd's lover, …’ (p. 109)

...
… and to Sandy alone she had started saying ‘Rose will be a great lover. She is above the common moral code, it does not apply to her.’

‘Rose,’ said Miss Brodie, ‘is like a heroine from a novel by D.H. Lawrence. She has got instinct.’ (p. 110)

Those quotations above show that Miss Brodie wants Rose to be Mr. Lloyd’s lover, because she thinks that Rose is a suitable lover for Mr. Lloyd, the man who she loves in her prime. As she says, ‘Teddy Lloyd was greatly in love with me, as you know,’ said Miss Brodie, ‘and I with him. It was a great love’ (p. 56). Mr. Lloyd is a married man, so she cannot be with him. In Miss Brodie’s eyes, Mr. Lloyd is a great man, and she wants Rose who has instinct and one of the crème de la crème, to feel the love from her greatest lover, Mr. Lloyd.

In conclusion, the literal meaning of Miss Brodie’s life as a teacher is that Miss Brodie wants to show her existence as a good teacher for the students and other teachers at Marcia Blaine School for Girls. She always shows to the students that she is a good teacher for her students by doing and giving something to her students. She also wants to show to the other teachers that she is a good teacher although she has a different method of teaching.

2. The Deeper Meaning of Miss Brodie’s Life as a Teacher

In analyzing the deeper meaning of Miss Brodie’s life as a teacher, the researcher uses psychoanalysis theory by Freud. Freud states that the id is the source of all desires, wants and needs. It is totally unconscious of its working (as cited in Hjelle & Ziegler, 1981, p. 31). To support the analysis, the researcher also uses the theory of motivation by Huffman et al and Abraham Maslow.

The deeper meaning of Miss Brodie’s life as a teacher can be seen implicitly in the novel. According to Barnet, Burto and William (1994), true meaning is the
implicit meaning that has values of literary works for the readers. The meaning of Miss Brodie’s life as a teacher is not only shown through what she says, but also it can be revealed through her motivation. Maslow states that motivation is human’s struggle to reach his or her potential (as cited in Petri, 1981, p. 302). People do something or say something because they have a motivation behind it.

Maslow states that it is possible to analyze someone’s motivation through his or her basic needs which are psychological needs, safety needs, love or belongingness needs, self-esteem needs, and self-actualization needs (as cited in Petri, 1981, p. 302). In this novel, Miss Brodie’s love or belongingness needs become dominant because she loses the love of her life, Hugh, his dead fiancé.

In the beginning of the novel, Miss Brodie tells a story about his fiancé named Hugh to her students in the classroom. She tells the students her love story with Hugh, but Hugh dies in the World War I.

‘Season of mists and mellow fruitfulness. I was engaged to a young man at the beginning of the War but he fell on Flanders’ Field,’ said Miss Brodie.

‘... He fell the week before Armistice was declared. He fell like an autumn leaf, although he was only twenty-two years of age. When we go indoors we shall look on the map at Flanders, and the spot where my lover was laid before you were born.

... Tears had already started to drop from Sandy’s little pig-eyes and Sandy’s tears now affected her friend Jenny, ... (pp. 12-13)

Miss Brodie shares her love story of her dead fiancé in the middle of the lesson. From the explanation, Sandy and Jenny are crying over Miss Brodie’s story. It shows that Miss Brodie tells the story deep from her heart. It makes her two of the students cry. Miss Brodie has lost the love of her life. Although it has been more than fifteen years after Hugh dies, but she keeps her old love story and tells it to her
students. It shows that she cannot forget her old love story with Hugh. Miss Brodie cannot fulfill her love or belonging needs. Maslow states that love or belongingness needs are about loving and being loved, and social relationship (as cited in Petri, 1981, p. 303). She has lost her fiancé, someone to rely on and someone to share the love. She has lost someone who can admit her existence.

Therefore, Miss Brodie’s self-esteem needs become dominant just like her love or belongingness needs. Miss Brodie does not get the love needs from the school’s staff because they do not like her. She cannot fulfill her love needs from the school’s staff, so her self-esteem needs become dominant. Maslow (1981) states that self-esteem needs are needs for a positive, high evaluation of oneself. These needs are divided into two subcategories, needs for self-esteem and needs for esteem from others. Both of her self-esteem needs, which are needs for self-esteem and needs for esteem from others are in balance. Miss Brodie’s loss of love and loss of existence from her old love pushes her to make an action that can change her life. After losing her late fiancé who always makes her recognized, she wants to get recognition from others.

Miss Brodie tells her students that she is asked to meet Miss Mackay on one Monday morning to talk about her method of teaching that is considered of being improper method by Miss Mackay. Miss Brodie feels that her method is nothing wrong because she follows her education principal. In her opinion, education is leading out of knowledge. It is different with Miss Mackay’s opinion. In Miss Mackay’s opinion, education is putting new knowledge in students’ mind. Miss Brodie challenges Miss Mackay to show the proof that her method is improper
Considering Miss Brodie’s speech to her students, it shows that Miss Brodie’s motivation to challenge Miss Mackay is because she wants her existence to be recognized by Miss Mackay. Maslow (1981) states that needs of esteem from others involves a desire of reputation, status, recognition, appreciation from others of one’s abilities, and a feeling of importance (pp. 303-304). The fact that she wants a recognition from Miss Mackay shows that she wants to fulfill her needs of esteem from others. She wants Miss Mackay to appreciate her uncommon method of teaching.

Miss Brodie cannot fulfill her love needs and self-esteem needs from the school’s staff, but she can get it from her students. Because of that, Miss Brodie has a group of her special students namely the Brodie Set. Those girls are Monica Douglas, Rose Stanley, Eunice Gardiner, Sandy Stranger, Jenny Gray, Mary Macgregor, and Sandy Stranger. The Brodie Set is loyal to Miss Brodie. It can be seen from Miss Mackay’s speech to Mary, Jenny, and Sandy about their choice of education type, ‘… I am happy to see you are devoted to Miss Brodie. Your loyalty is due to the school rather than to any one individual’ (p. 66). Because of the Brodie Set’s loyalty, Miss Brodie always believes her students. She always tells about her life to the Brodie Set, including her love story. She can feel that the Brodie Set members recognize her existence.

She takes the Brodie Set to the old places of Edinburgh to see where the history is kept (p. 29). Her motivation of taking the Brodie Set there is because she wants to be recognized by the Brodie Set that she is a good teacher who always tells
everything that other people might not know. Her id has the desire of being recognized by the Brodie Set.

Another proof that shows Miss Brodie’s desire of being recognized by the Brodie Set is when Miss Brodie tells the Brodie Set that she is forced to resign from Marcia Blaine School for Girls. Meanwhile she does not want to resign from the school.

‘I have to consult you about a new plot which is afoot to force me to resign. Needless to say, I shall not resign.’ She spoke calmly as she always did in spite of her forceful words.

‘Who are the gang, this time?’ said Rose.

‘We shall discuss tomorrow night the persons who oppose me,’ said Miss Brodie. ‘But rest assured they shall not succeed.’

‘No,’ said everyone. ‘No of course they won’t.’ (pp. 9-10)

From the conversation between Miss Brodie and the Brodie Set, we know that Miss Brodie can show her existence to her students. She shows that she is a good teacher, so that she cannot be forced to resign from the school. Miss Brodie’s needs of esteem from others are fulfilled because she gets an appreciation from her students. Her students agree to her that people who want to oppose her will not succeed. Miss Brodie can feel of being part of the Brodie Set. It means that her love or belongingness needs are also fulfilled. Maslow states that, love or belongingness needs are needs to feel part of group, or feeling of belonging to others (as cited in Petri, 1981, p. 303). Even though she has lost her old love, Hugh, she still gets her love needs and self-esteem needs from her students.

When Miss Brodie takes her students to the art room, she wants her students to study about art from an art master, Mr. Lloyd. Mr. Lloyd shows his pictures in an exhibition of Italian art in London (pp. 48-49). Her motivation of her action to
take her students there because she wants to meet Mr. Lloyd. After losing her late fiancé, who she loves the most, she decides to have an affair with other man. She wants to fulfil her love needs. He is Teddy Lloyd, the art master. She loves him, but he is a married man with six children. She finally gives him up.

‘Teddy Lloyd was greatly in love with me, as you know,’ said Miss Brodie, ‘and I with him. It was a great love. One day in the art room he kissed me.’ …

‘But I renounced him,’ said Miss Brodie. ‘He was a married man. I renounced the great love of my prime. We had everything in common, the artistic nature.’ (p. 56)

Miss Brodie finally finds someone who can admit her existence, someone who can give her love after she lost her late love, Hugh. Meanwhile, she decides not to renounce him because he is a married man, and she realizes that they cannot be together. She also realizes that Mr. Lloyd only wants her because her body, not a real love. As it has been mentioned in the novel that Mr. Lloyd’s paintings always look like Miss Brodie (p. 99). It proves that Mr. Lloyd only wants Miss Brodie’s body to be his painting object. Meanwhile, she says to the Brodie Set that she renounces Mr. Lloyd because a married man because she does not want the Brodie Set thinks that she is actually the one who is renounced by Mr. Lloyd.

Miss Brodie has the desire to be loved by Mr. Lloyd, because of her id. Freud states that the id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants and needs. It includes the sex instinct and aggressive instinct (as cited in Hjelle and Ziegler, 1981, p 33). In this point, Miss Brodie cannot fulfill her id. Miss Brodie cannot be with Mr. Lloyd because she is renounced by Mr. Lloyd of being together.
Miss Brodie tells Sandy that she plans to make Rose, one member of the Brodie Set as Mr. Lloyd’s lover. She thinks that Rose is suitable to be Mr. Lloyd’s lover because Rose has instinct of a good lover (p. 110). Her motivation is that she wants Rose to be Mr. Lloyd’s lover because she cannot accept Mr. Lloyd’s love. She cannot fulfil her love needs from Mr. Lloyd after realizing that Mr. Lloyd does not love her. She wants to see whether Mr. Lloyd will use Rose as his painting object only, just like her, or he can fall in love with Rose. She also wants an appreciation from Sandy of being a good teacher that cares her student’s love.

However, Miss Brodie decides to enter another affair. She has an affair with the singing master, Gordon Lowther. She decides to have an affair with Mr. Lowther because she does not want to lose another man again. She needs someone to rely on and makes her feel her existence. She wants to cure her heart after being renounced a married man who she loves.

‘…But in the autumn of nineteen-thirty-one I entered an affair with Gordon Lowther, he was a bachelor and it was more becoming. That is the truth and no more to say.’ (p. 60)

Miss Brodie wants someone to love her, and she finds that he is Mr. Lowther. She wants to cure her heart, and fulfill her love needs. She wants to show that even though she had lost Hugh, she can find another man.

Therefore, Miss Brodie’s motivation to love Mr. Lloyd and Mr. Lowther is because she wants to find someone who is similar to Hugh, her old love.

‘Sometimes Hugh would sing, he had a rich tenor voice. At other times he fell silent and would set up his easel and paint. He was very talented at both arts, but I think the painter was the real Hugh.’ (p. 72)
This shows that she still remembers her old time with Hugh. Mr. Lloyd is an art master, and he has painted her and the members of the Brodie set. Mr. Lowther is a singing master who always sings for her when she is at Mr. Lowther’s house. The reason why Miss Brodie decides to have affair with them is clear. She wants to search for a man who has a similarity with Hugh. She wants to show that she can find other men who are great in painting or great in singing, just like Hugh. Even though they are not talented at both arts, but each of them has one talent that Hugh has. She wants to show to others that, even though she has lost her old love, Hugh, she can find other men who can fill her heart with love, and admit her existence.

Miss Brodie’s past life gives her power to rise from her disappointment of losing someone who she loves. Her past life can fulfill her love or belongingness needs and her self-esteem needs. According to Huffman et al (1997), Miss Brodie’s motivation belongs to extrinsic motivation, because her motivation in her life as a teacher comes from her avoidance of losing her old love, Hugh.

In conclusion, the deeper meaning of Miss Brodie’s life as a teacher is she wants to move on from Hugh. She has lost her recognition from others after Hugh dies. When Hugh is still alive, she has someone who can share the love, and someone who can admit her existence. Meanwhile, after he dies, Miss Brodie lost her love and her existence. Miss Brodie wants to show that she can be succeed and reach her prime even though it is not with Hugh, her old love. She becomes a good teacher in her own way without Hugh in her side. She does it because her id. Freud states that the id is the source of all desires, wants, and needs (as cited in Hjelle and Ziegler, 1981, p. 33). She wants recognition from the students and the school’s staff.
that she is a successful teacher with her own method of teaching even though Hugh is not in her side. She wants to show that there are other people who can admit her existence although she has lost Hugh.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts. The first part is the conclusions from the analysis. The second part is the implications of using literary works to education. The last is the suggestions for the future researchers, English teachers and lecturers.

A. Conclusions

After analyzing The Prime of Miss Jean Brodie novel, there are several things that can be concluded by the researcher. First, Miss Brodie’s characteristics can be revealed through the author’s direct comment, personal description, the conversation with others, the speech, the reaction of something, and the characters as seen by others. Miss Brodie is described as a fashionable teacher, a woman who has brown eyes, a woman who has a flat chest, arrogant person, tricky, confident, and influential.

Miss Brodie is described as an arrogant teacher because she always thinks that she is the best teacher from others. Miss Brodie also dislikes people who do not have the same opinion with her. She also likes to control her students’ life, whether it is her students’ education or her students’ private life.

Miss Brodie is also described as a tricky teacher. She lies to Miss Mackay about why her students crying in the middle of the lesson. Miss Brodie is a confident teacher. She has no doubt in meeting Miss Mackay to discuss her unique methods of teaching, and she thinks that her method is good for the students. She is also
confident enough to say that she looks magnificent while wearing her glamour gown when she is meeting the Pope with her friends. Miss Brodie also shows her confidence when the Brodie Set’s members are painted by Mr. Lloyd, and she thinks that it is because they are Miss Brodie’s special students.

Miss Brodie is also described as an influential teacher. She has the power to influence her students. She does not only influence her students, but she is able to influence Mr. Lloyd’s art. All of Mr. Lloyd’s painting look like Miss Brodie’s face.

Second, Miss Brodie is a round character. A round character is the main character who has many characteristics. Miss Brodie is considered as round character because she has many characteristics and she is the one who makes the story alive.

Third, the literal meaning of Miss Brodie’s life as a teacher is that Miss Brodie wants to show her existence as a good teacher for the students and other teachers at Marcia Blaine School for Girls. She always shows to the students, that she is a good teacher for her students by doing something good according to her for her students. She also wants to show to the other teachers that she is a good teacher although she has a different method of teaching. She always shows that she cares about her students, and she shows that her method of teaching is proper to be used in the school.

Fourth, the deeper meaning of Miss Brodie’s life as a teacher that can be seen from her motivation which works based on her needs. Miss Brodie’s past life gives her power to change her life. Miss Brodie’s motivation belongs to extrinsic motivation, because her motivation in her life as a teacher comes from her
avoidance of losing her late fiancé, Hugh. The motivation behind her life as a teacher is that Miss Brodie wants to move on from Hugh. She does it because her id. After Hugh dies, she does not get recognition of her existence and lost her love of her life. Her id has the desire to search recognition of her existence from others and to be loved by others. Her love needs and self-esteem needs become dominant. She gets her love needs and self-esteem needs from the Brodie Set who is always loyal to her.

B. Implications

English Language Education Study Program’s students are also introduced to literature. They are introduced to poems, novels, short stories, songs, and drama scripts. They can use those things as their learning media.

By reading this novel, the readers, especially the teachers or future teachers, can take the good side of Miss Brodie’s way of teaching. Miss Brodie teaches us that it is not wrong to be different. Miss Brodie teaches us to realize that all people in this world have different way of doing something. She also teaches us that, in teaching, a teacher can use many ways to explain the lesson to the students. Muriel Spark’s The Prime of Miss Jean Brodie can be the mirror for all teachers to make them reflect on themselves as teachers. They can learn from Miss Brodie’s way of thinking as a teacher. They can also use it as their teaching material in the classroom. By reading this novel, students who do not appreciate their teachers, will learn from Miss Brodie’s students who always appreciate the teachers and be loyal to them. Nowadays, many students show their arrogance to their teachers, and they do not appreciate their teachers.
C. Suggestions

The Prime of Miss Jean Brodie is an interesting novel by Muriel Spark, and is considered as one of her masterpieces. The Prime of Miss Jean Brodie tells about a teacher who has different methods of teaching, named Miss Jean Brodie. It also tells about six special students of Miss Jean Brodie. They always appreciate and be loyal to her teacher. They are called the Brodie Set.

There are some points that can be analyzed by the future researchers. The future researchers can analyze the meaning of Miss Brodie’s life from different point of view. The future researchers can also analyze one of the Brodie set, Sandy Stranger. They can analyze the meaning of Sandy’s betrayal to Miss Brodie.

English teachers and lecturers can use this novel as their teaching media. English students are expected to have a rich knowledge about their vocabulary and to improve their reading skill. The English teachers and lecturers can ask the students to read this novel to enrich their vocabulary knowledge and their reading skill. The students can also can draw the moral values in literary works. The lecturers can use this novel to be their teaching material in Prose and Book Report.
REFERENCES


**Online sources:**


APPENDICES
Summary of the Novel

*The Prime of Miss Jean Brodie,* first published in 1961, is a teacher’s life story. This novel tells about a charismatic teacher named Miss Jean Brodie, who has different methods of teaching. She teaches a junior high school that located in Edinburgh, Scotland. The name of the school is Marcia Blaine School for Girls. She always claims herself as a woman with her prime. In teaching her students, she provides some unusual topics in her lessons, such as Italian fascism under Mussolini, poetry, her own love story, and many others. Miss Brodie tells them about her old love story with her late fiancé, Hugh, who died in the World War I. Miss Brodie has six special students who are loyal to her, they are Monica Douglas, Sandy stranger, Jenny Gray, Mary Macgregor, Eunice Gardiner, and Rose Stanley. They are known as the Brodie set. She trusts them so she chooses them as her favorite students. She always discusses her private life to the Brodie set, but never tells it to the school’s staff because the school’s staff do not like her methods of teaching. Miss Mackay, the headmistress, always tries to use all things to make
Miss Brodie resign from the school. Meanwhile, Miss Brodie is betrayed by her own girl. Sandy Stranger is the one who betrays her.

Miss Brodie has an affair with the art master, Teddy Lloyd. He is one of the senior school’s teacher at Marcia Blaine. Monica Douglas, one of her set, finds that Miss Brodie and Mr. Lloyd are kissing in the art room. Miss Brodie says that Teddy Lloyd is her love of her prime. Miss Brodie renounced Teddy Lloyd because he is a married man with six children. She cannot be with him, so she decides to enter into another love affair with the singing master, Gordon Lowther. She does it to cure her heart after renouncing Teddy Lloyd. She always comes to Mr. Lowther’s house at Cramond, cooks him food, and sometimes she invites her special students to go there.

Teddy Lloyd invites the Brodie set, to come to his studio. He wants to paint the portrait of the Brodie set. When he paints Rose Stanley, Sandy realizes that Rose’s picture looks like Miss Brodie’s face. Then, she begins to curious about other pictures that Mr. Lloyd has been painted. Sandy sees the family portrait of Mr. Lloyd, and realizes again that the portrait of his wife and his six children, look like Miss Brodie. Miss Brodie always wants Rose to be Mr. Lloyd’s lover, and Sandy becomes her spy. Meanwhile, Sandy starts to get jealous with Rose. She thinks that Miss Brodie is not fair with her. She thinks that the one who can be a great lover is her, not Rose. She starts to come to Mr. Lloyd’s studio, and starts to be painted by Mr. Lloyd. This is when Sandy’s betrayal to Miss Brodie begun. She starts to love Mr. Lloyd. When she is painted by Mr. Lloyd, and looks into the result of the painting, she realizes that Mr. Lloyd can get Miss Brodie out from his mind.
Her picture looks like Miss Brodie, just like other pictures that have been painted by him. She gets jealous of Miss Brodie and starts to talk to Miss Mackay about Miss Brodie from behind.

Miss Brodie is asked to retire before the time. She is accused for teaching improper lesson like fascism. Not long after her retirement, she dies. Until her last breath, she does not know who has betrayed her.

APPENDIX 2

Biography of Muriel Spark

Muriel Spark was born with the name Muriel Sarah Camberg in Edinburgh. She was born in 1981 to a Jewish father and Presbyterian mother. She was educated at Edinburgh James Gillespie’s School for Girls. After that she works as secretary in a department store. She married a man named Sidney Oswald in 1937, and moved to Southern Rhodesia (now Zimbabwe). Then she discovered that her husband was manic-depressive and prone to violence, and decided to leave him and her only son, Robin in 1940, and she returned to the United Kingdom in 1944. She worked in military intelligence until the end of World War II.

She began to edit two poetry magazines and wrote literary criticism. In 1954 she became a Roman Catholic. While living in London, she wrote and published her first novel entitled The Comforters (1957). In 1958, she published her other novels, such as Robinson (1958), The Go-Away Bird and Other Stories (1958), Memento Mori (1959), The Ballad of Peckham Rye (1960), Voices at Play (1961),
The Prime of Miss Jean Brodie (1961), and The Girls of Slander Means (1963). The Prime of Miss Jean Brodie considered to be her masterpiece. She also produced a play namely Doctors of Philosophy, and it was first published in London in 1963.

Miss Brodie went to New York City and then Rome, she met her friend named Penelope Jardine, who is an artist, and they spent the time together in the Tuscan village of Civitella della China. Muriel Spark died in 2006. Her latest novel is The Mandelbaum Gate.