SCOUT’S PERSONALITY DEVELOPMENT AS REVEALED IN LEE’S *TO KILL A MOCKINGBIRD*

*A SARJANA PENDIDIKAN THESIS*

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

By

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Student Number: 111214061

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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14 August 2015
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Faculty of Teachers Training and Education
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Dean
Rohandi, Ph.D.
I dedicate this thesis to my beloved family,
especially my mother, father, and little sister.
I thank them for always supporting me when I was sick and
had to take a recovery for a month.
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, 11 September 2015

The Writer

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Astari Paramita Tjandra
ABSTRACT


Children’s character and personality development are influenced by some factors around the living environment. The researcher considers that children’s personality development is an important issue. In order to shape a positive personality development in children, the parents should give a very good way in parenting. Through the idea of children’s personality development, the researcher was interested to find out how good is Atticus (Scout’s father) in shaping Scout’s personality development. This study is aimed to find out the Scout’s personality development in Lee’s *To Kill a Mockingbird*. The topic is chosen by the researcher because the researcher has experienced the similar parenting way like Scout did therefore she can achieved a positive personality development after all.

There is only one research question formulated in this study: “How is Scout’s personality development revealed in Lee’s *To Kill a Mockingbird*?” To answer the question, the researcher conducted a library research method. There were three theories that needed to answer the question, namely (1) theory of character and characterization by Murphy (1972), (2) theory of personality development by Erikson as cited in Papalia, Olds, & Feldman (2007), and (3) factors influencing Scout’s personality development by Papalia, Olds, & Feldman (2007).

The result of the study showed that Scout’s character consists of some characteristics, namely (1) tomboyish, (2) respectful, (3) high-tempered, (4) tough, (5) intelligent, (6) persistent, and (7) curious. Those characteristics are found consistently throughout the story. Scout also successfully developed her personality and passed the first four psychosocial stages of development, namely (1) Trusting others (2) Autonomous person, (3) Initiative Person, and (4) Productive Person. Scout could develop her trust, autonomy, initiative, and industry very well, even though she had to pass through many crises. There are some factors influencing Scout’s personality development, namely family and peer influences. The family influences consist of Atticus (Scout’s father), Jem (Scout’s brother), and Calpurnia (Scout’s housekeeper), and the peer influence consists of Charles Baker Haris (Dill). These people had a big contribution in helping Scout’s personality development.

*Keywords:* character, personality development, racism
ABSTRAK


Hanya ada satu masalah yang dirumuskan dalam penelitian ini: "Bagaimana perkembangan kepribadian Scout seperti yang terungkap dalam novel To Kill a Mockingbird oleh Lee?". Untuk menjawab pertanyaan tersebut, peneliti melakukan metode penelitian perpustakaan. Ada tiga teori yang digunakan untuk menjawab rumusan masalah, yaitu (1) teori karakter dan karakterisasi oleh Murphy (1972), (2) teori perkembangan kepribadian oleh Erikson seperti yang dikutip oleh Papalia, Olds, & Feldman (2007), dan (3) faktor-faktor yang mempengaruhi perkembangan kepribadian anak oleh Papalia, Olds, & Feldman (2007).


Kata kunci: karakter, perkembangan kepribadian, rasisme
ACKNOWLEDGEMENTS

First of all, I would like to express my greatest gratitude to my Lord, Jesus Christ, who is always blessing and giving me spirit, chance, and ideas in writing this thesis. He gives me strength, love, and care so that my thesis has come into its completion. Secondly, my gratitude goes to my family, who supported me the most in finishing this thesis. They are dr. Herdianto Tjandra and Fifi Susanto, S,E. I also thank my sister Astrid Febiyani Tjandra and my brother Aditya Tjandra, who always support me to finish my thesis faster. Their never ending love always cheers me up.

This thesis has been accomplished successfully with the help of many people. I would like to express my deepest gratitude to my advisor, Christina Lhaksmita Anandari, S.Pd., Ed.M., who is willing to help and give many suggestions for the completion of my thesis. I thank her for her patience, willingness, care, support, and suggestions so that I can finish my thesis.

In addition, I would like to express my sincere gratitude to my academic advisor, Fidelis Chosa Kastuhandani, M.Hum, and all PBI lecturers for their roles during my study in PBI. I also thank Debri Pristinella, M.Si. who gives many suggestions about theory of psychology dealing with my thesis therefore I can finish my thesis.

I am mostly indebted to all members of the staff who always help me in administration affairs patiently and librarians who help me in a friendly manner.
I also thank my beloved friend Bara who always pays attention and gives his care, love, and support to me. I also give my gratitude to my wonderful group, Mama Aerobic: Ulan, Diva, Mege, Dyas, and Tina.

Lastly, I want to give my gratitude to the people who I cannot mention one by one who have supported and helped me during the learning process in ELESP. I am so blessed to live and proceed together with them. They give me a meaningful university life.

Sincerely,

Astari Paramita Tjandra
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CHAPTER I
INTRODUCTION

This chapter consists of five parts, namely the background of the study, the problem formulation, the objectives of the study, the benefits of the study, and the definition of terms. The background of the study includes some explanations and reasons of selecting novel. The problem formulation includes problems that will be discussed in this study. The objectives include the aims of the study. The benefits of the study include the advantages of this thesis to the further study. The definition of terms provides several terms related to the topic.

A. Background of the Study

Human beings are unique. People live together in one society with some differences in it; such as race, ideology, religion and so on. Society or environment has an important role in developing someone’s personality. According to Hurlock (1974), the environment influences the personality pattern most notably in three ways: it encourages or stunts the maturation of hereditary potentials; it provides personality pattern models which the individual uses as a guide; and it either provides or denies needed learning opportunities (p.20). The personality development influenced by the environment which deals with maturity, role model, and learning opportunities.
The member of society or environment consists of children, teenager, and adult. Life experiences which happen within the children’s environment or society mold and sharpen their personality and sense of what happen around their environment. Children will imitate adults’ words and actions because they see adults as their model in facing life. Children all around the world start their life without any prejudice. Prejudice about the differences between one group to another can lead them to be racism. Racism is “a form of prejudice characterizing the thoughts, feelings, and behaviors of the majority of well-intentioned and ostensibly non-prejudiced White Americans” (Pearson, Dovidio, & Gaertner, 2009, p.38).

As time goes by, we can find many cases related to racism in our society. Racism can be found everywhere, e.g. at school environment. Some students at school can become racists because their environment may give some misleading information about differences between one individual and others. They may become so arrogant and close-minded children. Racism gives bad effect to people, especially children. They have big opportunity to be racists because children are innocent and naive. They may ignore others when they do not like the society, which is different from their idealism that they live with.

Kalish (1973) has described that one’s behavior can also be portrayed in literary works, such as in a novel:

Literature holds the mirror up to the man, therefore, literary works are other copied versions of human reality in real life; they portray realities of human life. One of many literary works that portrays about human behavior is a novel by Harper Lee, *To Kill a Mockingbird* (p.8).
This novel was written by Nelle Harper Lee, who was born on April 28, 1926, in the small South Western Alabama town of Monroeville. It tells about racism which happened in 1930s between the Whites and the African Americans. The story started when Atticus Finch, the White lawyer, helped Tom Robinson, an African American who was accused of raping a white young girl. Atticus’ willingness to be Tom’s lawyer automatically made him get some mockeries from the society where he lived. Then, he was labeled as a ‘nigger lover’.

Atticus had two children, Jem and Scout. In this novel, Scout, a six-year-old girl was the narrator of the novel. Scout described what happened in South America in 1930s where racism issues did exist. She got much knowledge from every single thing around her environment which helped her to be tolerant to and respect to others. All of the things that she got made her personality better. Even though Atticus failed to help his client to win the case, he could give a lesson to Maycomb’s residents and especially to both of his children that every human is to be created equal.

*To Kill a Mockingbird* is truly a great novel. The characters are well-developed and the story is so interesting. There are some important and great lessons which can be learnt from the novel. The researcher chose this topic because the researcher had experienced the same some parts of the story in this novel, especially the racism and the way of Atticus teaching his children is similar to the researcher’s father did. There are three reasons why the researcher chooses the character of Scout Finch as the main subject of this study. First, she is the main character of this novel. In the story, Scout is an observer with huge
curiosities. As a child, she does not really understand the complete implication of things happening around her environment. Therefore, this makes her as an objective and critical observer. Second, she is an unique and interesting child. Scout asks tough questions because she has big curiosity with her environment. Third, even though she is just a young child, she has a great sensitivity toward what actually happens in her society. She observes people’s behavior that quite often bewildered her, but as she goes through a series of maturing experiences, she begins to understand that not all people have same actions and beliefs as she has been raised.

Through reading this thesis, the readers are invited to see a deeper understanding about what kind of moral values that the readers can get from someone’s experience in the racism environment. This novel gives a lot of life lessons for the readers. In this study, the researcher tried to analyze how the personality of a little girl named Scout Finch was developed once she entered and grew up around the adult’s world.

B. Problem Formulation

Considering the background of the study, the researcher formulates the problem formulation as follows:

1. How is Scout’s personality development revealed in Lee’s *To Kill a Mockingbird*?
C. Problem Limitation

This study discusses only the personality development of Scout Finch. Scout’s personality develops as she goes through a series of maturing experiences. The development is about how her life experiences in her society influences her ways of thinking started from child to mature.

D. Objective of the Study

There is one objective in this study. It is to find out the progress of personality development based on Scout character and characterization in her experiences around her environment.

E. Benefits of the Study

There are some benefits of this study. First, this study gives information to the readers about racism in America in 1931. It is about the strong differences between the Blacks and the Whites. The readers may understand the impacts of racism to the society. The second benefit is that by reading this study, the readers can get great moral values from Scout’s life experiences. The readers also can know the deeper meaning of being tolerant to others that can be regarded as the moral value in the novel.

The third benefit is for the lecturers of literature. This study can be a source to help the students understand the impact of racism in developing a good personality development. The fourth is for English Department students. They
will be encouraged to read novels because they can learn how to enjoy literary study. The fifth is that this thesis can be a reference for future researchers who are planning to obtain more understanding about racism and tolerance in this novel.

F. Definition of terms

Definition of terms is elaborated in this study to avoid misunderstanding when the readers try to comprehend the content of this study. There are three definitions of term which are discussed in this part, namely character, personality, personality development, racism and mockingbird.

1. Character

Abrams (1981, p. 20) states that characters are the persons in a dramatic or narrative work that is expressed in what they say (e.g. the dialogue) and what they do (e.g. the action). Thus, in this study, characters are individuals in a narrative work who have characteristics or traits which contribute to the development of the story. Those characteristics can be seen from what they say and what they do.

2. Personality

According to Hurlock (1974), “the term ‘personality’ is derived from the Latin word persona which refers to a theatrical mask wear by Roman actors in Greek dramas” (p.6). Most of the definitions accepted today are patterned by Hall and Lindsey (1957) who state that “personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought” (p.81).
3. Personality Development

The word ‘development’ according to Hall (1966) means the changes happening to human being during their lifetimes. According to Hurlock (1974), “personality development has been regarded as a practical force in determining success or failure in life” (p.8). Personality development occurs by the interaction of temperament, character, and environment. Scout Finch’s personality development grows as time goes by. Experiences which she goes through automatically have shaped her personality development. In this study, personality development refers to development in human’s personality such as their thought and behavior that they receive from their experience.

4. Racism

According to Boyd and Worcester (1968), racism is a kind of humanity belief divided into genetically different origins, called races (p.316). As stated by Tyson (2011), racism also becomes a support for imperialism institution of slavery and for the denial of human and civil rights to people of color (p.211). Therefore, in this study racism is a separation between The Whites and The African Americans because they think they are different.

5. Mockingbird

According to Nauvoo (1892), the word Mockingbird is an American bird famous for its ability to sing and mimic. Its song’s repertoire includes phrases from other birds’ songs, imitations of familiar sound, and a melodious song of its own (p.289). In this study, the Mockingbird symbolizes the idea of innocence.
Thus, to kill a mockingbird means to destroy innocence. The character of mockingbird represents Tom Robinson who is accused to rape a White girl.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three parts of ground theories that are used to analyze the novel. The first part is the theoretical description which consists of three theories, namely the theory of character and characterization, the theory of psychology specifically theory of personality development, and the factors that influence child’s personality. The second part consists of the review of related studies and background of the Blacks in American society. It describes some researches which are conducted on the same topic or on the same novel and the information includes the significant condition in Southern America in 1930s. The third part is the theoretical framework, the researcher discusses deeply and specifically about some theories that are used in analyzing the novel.

A. Theoretical Description

In this section, the researcher reviews the theory of character and characterization, the theory of personality development, and the factors that influence children’s personality development.

1. Theory of Character and Characterization

One way to have a better understanding about the novel is through analyzing the character of the novel. Through analyzing the character, the readers can find the message and values found by the researcher. In addition, the theme of
the novel is also supporting to understand the novel. For such reasons, it is important to know the kinds of the characters and how the characters in the novel are characterized.

a. Character

According to Abrams (1981), there are two kinds of characters, namely flat and round characters (p. 20). A flat character is not described in a complex way; it can be characterized by a single sentence or in other words described in a general way. On the other hand, a round character is described in a more complex way. For example, sometimes it has more than one characteristic and some changes from one characteristic to another characteristic.

Holman (1986) uses different terms for kinds of characters, namely static and dynamic characters (p. 83). A static character changes rarely towards the actions and experiences. Rarely means it experiences a little bit change or not at all. A dynamic character changes its characteristic or for instance, its personality by actions or experiences which influence them to change. Sometimes, the author uses both dynamic and static to characterize a character. For example, the author may use static characters for the beginning of actions and use dynamic characters for the result of the action.

b. Theory of characterization

Murphy (1972) defines some theories of characterization. As stated by Murphy (1972), there are few of the ways in which an author attempts to make his characters understandable to, and come alive for, his reader (p. 161). He classifies nine ways of revealing the characters personality. They are consist of:
1) Personal description

In this technique, the author, as one of the characters in the novel, describes the character’s appearance directly. He describes the character’s face, skin, eyes, and hair in detail. In describing the character, the author also uses adjective words for example strong, heavy, and so on, that shows the character’s physical appearance.

2) Character as seen by another

In this technique, the author describes a certain character from the other character’s eyes and opinions. For example, he gives the impression of shape, cleanliness, firmness, and smoothness of a certain character.

3) Speech

In this way, the author gives clues through what a certain character’s says in the novel. The author can describe the clues from the conversation with another, the character’s opinion or when the character speaks.

4) Past life

In this method, the author describes a certain character’s past life directly. The description can be given through the character’s thoughts, conversation, or through the medium of another person.

5) Conversation of others

This technique uses conversation of other characters about a certain character. The conversation often gives us a clue about whom it is being spoken.
6) Reactions

In this way, the author describes a certain character’s reactions or responses to various situation and events.

7) Direct comments

In this method, the author describes the character or gives comment on the character directly. In this way, the author becomes the narrator of the novel to comment about the character.

8) Thoughts

The author describes what a certain character thinks. The author can describe a person’s mannerisms or habits which may also tell us something about his or her character.

9) Mannerisms

The author can give us clues from the character’s habits, mannerisms or actions which are repeated in the novel.

In order to get a clearer image of the character, the researcher decides to apply the theories of characterization so that both the readers and the researcher can get proper image of the main character in this novel. The researcher only uses some ways of the way authors reveal the characters personality, those are personal description, speech, conversation with others, thought, reaction, and direct comment.

According to Abrams (1981), there are two methods in characterizing characters, namely “showing” and “telling” (p.21). In showing the characters, the author describes them through actions and dialogues, but he or she does not
include the characters’ motives of the actions and dialogues. In telling the characters, the author describes not only the physical appearance, but also the motives and sometimes evaluates the characters. The author, for instance, also comments on what the character says and does.

According to Klarer (1999), the explanatory characterization is used for “telling” method and dramatic characterization for “showing” method (pp.19-20). In explanatory characterization, the author becomes the narrator who describes the character’s actions and dialogue including the narrator’s comment and evaluation towards the character. The dramatic characterization, places the author as an obvious narrator. It means that the author describes the character’s utterances and actions without giving any comment or intervention.

2. Theory of Personality Development

The psychological study is an important way to gain a clear understanding to know about how a person is able to go through his or her life. First, people ought to have knowledge about personality, behavior, and some reasons as the basic theory in analyzing Scout’s personality development in facing her environment.

Some theorists have their own perceptions in describing the definition of personality. They propose their theories of personality in an attempt to explain human behavior. According to Hjelle (1981), the personality theorists provide concepts to identify the factors that influence the development of personality and everyday behaviors in individuals, and help us understand why everyone is unique (p.6). Children development that occurs from birth to adulthood was largely
ignored throughout much of history. An understanding of child development is essential because it allows us to fully appreciate the cognitive, emotional, physical, social, and educational growth that children go through from birth and into early adulthood.

Erikson (1902-1994) was a German-born psychoanalyst who originally was part of Freud’s circle in Vienna, modified and extended Freudian theory by emphasizing the influence of society on the developing personality. Erikson also was a pioneer in taking a life-span perspective. Whereas Freud maintained that early childhood experiences permanently shape personality, Erikson maintained that ego development is lifelong.

One of the Erikson’s principal contributions to personality theory was his extension of the Freudian early stages of developmental to include school age, youth, adulthood, and old age (Papalia, Olds, & Feldman, 2007, p.197). According to Erikson, Biology was not the only factor that determines how a person perceives and acts on the world. The understanding of Erikson's eight stages of psychosocial development requires a deep understanding of some important points. According to Feist & Feist (2006), comprehension of Erikson’s eight stages of psychosocial development requires an understanding of several basic points (p.247). As stated by Erikson (1982), there are six important points before explaining the psychosocial stages of development further (as cited in Feist & Feist, 2006, p.247). They are: first, the development occurs by epigenetic principle. Erikson saw a life as consisting of eight stages, which stretch from birth to death. Hergenhahn (2007) has described that the sequence of eight stages is
genetically determined and is unalterable. He describes this Erikson’s principle as follows:

Whenever we try to understand growth, it is well to remember the epigenetic principle which is derived from the growth of organism in utero. Somewhat generalized, this principle states that anything that grows has a ground plan, and that out of this ground plan the parts arise, each part having its ascendancy, until all parts have arisen to form a functioning whole (p.61).

The quotation above means that epigenetic principle is developing through a predetermined unfolding of our personalities in eight psychosocial stages of development. This principle implies a step-by-step growth of fetal organs, one-level building on another, and at a predetermined rate in a fixed sequence.

Second, in every stage of life there is an interaction of opposite conflict between syntonic (harmonious) elements and dystonic (disruptive) elements. Third, the conflict between the dystonic and syntonic elements produces an ego quality or an ego strength called basic strength. Fourth, too little basic strength at any one stage results in core pathology for that stage which is usually the opposite of the basic strength.

Fifth, events at earlier stages do not cause later personality development. Ego identity is shaped by a multiplicity of conflicts and events - past, present, and anticipated. Lastly, during each stage, and in particular beyond adolescence, personality is characterized by an identity crisis – a turning point, a crucial period of increased vulnerability and heightened potential (Feist and Feist, 2006, p.247).

Each stage of development is characterized by a crisis. The word ‘crisis’ is used by Erikson to connote an important turning point. Thus, the crisis characterizing each stage of development has a possible positive resolution or a
negative one. A positive resolution contributes to a strengthening of the ego and to greater adaption. A negative resolution in one stage increases the likelihood that the crisis characterizing the next stage will be resolved positively. A negative resolution in one stage lowers the probability that the next crisis will be resolved positively.

In accordance with the epigenetic principle, a crisis exists in three phases: the immature phase where it is not the focal point of personality development; the critical phase where because of a variety of biological, psychological, and social reasons it is the focal point of personality development; and the resolution phase where the resolution of the crisis influences subsequent personality development. If the crises associated with the eight stages of development are resolved positively, normal personality development occurs. If one or more crises are resolved negatively, normal development is inhibited. In other words, each crisis must be positively resolved in the stage of development in which it is critical before a person is fully prepared to deal with the crises that dominate subsequent stages.

Although biology determines when the eight stages of personality development will occur, because the maturational process determines when certain experience become possible, it is the social environment that determines whether or not the crisis associated with any given stage is resolved positively. For this reason, the stages proposed by Erikson are called psychosocial stages of development.
a. **Eight Psychological Stages by Erikson**

Erikson distinguishes a person’s personality development into eight psychosocial stages. They consist of: (1). Infancy: Basic Trust versus Basic Mistrust; (2). Early Childhood: Autonomy versus Shame and Doubt; (3). Preschool Age: Initiative versus Guilt; (4). School Age: Industry versus Inferiority; (5). Adolescence: Identity versus Role Confusion; (6). Young Adulthood: Intimacy versus Isolation; (7). Adulthood: Generativity versus Stagnation; (8). Mature Age: Integrity versus Despair. In analyzing this novel, the researcher only uses the four stages of Erikson’s because those stages are related to Scout’s range of age at the moment she experienced her life. The stages which refer to Scout’s life happens in a range between 5 to 9 years. Even the researcher focuses on the third and fourth stages, the first and second stages also have a big influence on Scout’s personality development. The first four psychosocial stages of development will be discussed in details.

1) **Infancy: Basic Trust versus Basic Mistrust**

This stage lasts in infancy from birth up to 18 months. The characteristic of this stage is trust or mistrust themselves and others. This is the time when children are most helpless and most dependent on adult. If those caring for infants satisfy their needs in a loving and consistent manner, the infants will develop a feeling of basic trust. If parents are rejecting and satisfying their needs in an inconsistent manner, they will develop a feeling of mistrust.
As stated by Erikson (1982):

The infant’s first social achievement, then, is his willingness to let the mother out of sight without undue anxiety or rage, because she has become an inner certainty as well as an outer predictability. Such consistency, continuity, and sameness of experience provide a rudimentary sense of ego identity which depends; I think on the cognition that there is an inner population of remembered and anticipated sensations and image which are firmly correlated with outer population of familiar and predictable things and people (as cited in Papalia, Olds, & Feldman, 2007, p.202).

The quotation above means that if care is loving and consistent, infants will learn that they do not need to worry about a loving, reliable parent, and they are not overly disturbed when parents leave their sight. The most significant of baby intrapersonal relation is with his mother. Erikson believed that the mother or mother figure plays an important part in the child’s development of trust, not only by meeting the child’s basic comfort and nurturance needs, but by having confidence in herself. Children develop a sense of trust when the caregivers provide reliability, care and affection.

The basic trust versus basic mistrust crisis is resolved positively when the child develops more than mistrust. As stated by Erikson (1982), “If trust predominates, as it should, children develop the “virtue” of hope: the belief that they can fulfill their needs and obtain their desires (as cited in Papalia et al, 2007, p.202)

Erikson said that when the crisis characterizing a stage is positively resolved, a virtue emerges in someone’s personality. A virtue adds strength to someone’s ego. In this stage, when the child has more basic trust than basic mistrust, the virtue of hope emerges. The favored outcome is develop trust in self, parents, and the world.
2) Early Childhood: Autonomy versus Shame and Doubt

This stage occurs in early childhood from eighteen months to three years. During this stage, children rapidly develop a wide variety of skills. They learn to walk, climb, push, pull, and talk. According to Papalia, Olds, and Feldman (2007), children learn to how to hold on and to let go (p.213). Children can decide to do something or not willfully. According to Hergenhahn (2007), the parents must perform the delicate task of controlling the child’s behavior in socially acceptable directions without injuring the child’s sense of self-control or autonomy (p.70).

As stated by Papalia, Olds, and Feldman (2007):

This stage, therefore, becomes decisive for the ratio of love and hate, cooperation and willfulness, freedom of self-expression and its suppression. From a sense of self-control without loss of self-esteem comes a lasting sense of good will and pride; from a sense of loss of self control and of foreign over control comes a lasting propensity for doubt and shame (p.213).

The quotation above means that the parents must be reasonably tolerant but still be firm enough to ensure behavior that is socially approved. If the parents are overly protective or unjust in their use of punishment, the child will be doubtful and experience shame. Children need to develop a sense of independence and a sense of personal control over physical skills. According to Feist & Feist (2006), shame is a feeling self-conscious that he or she is being looked at and displayed. Sense of doubt is uncertain feeling, the feeling that something remains hidden and cannot be seen (p.251). Success leads to feelings of security and confidence, whereas, failure results in feelings of shame and doubt.

If the child develops more autonomy than shame and doubt during this stage, the virtue of will emerges. According Feist and Feist (2006), Erikson...
defined a will as “the unbroken determination to exercise free choice as well as self-restraint, in spite of the unavoidable experience of shame and doubt in infancy” (p.251). It is important to note that the positive resolution of the crisis characterizing this stage does not mean that the child no longer experiences shame and doubt. It means that the child ego becomes strong enough to deal with the inevitable experiences of shame and doubt.

3) Preschool Age: Initiative versus Guilt

This stage occurs in preschool from three until five years old. According to Hjelle (1981), during this stage the child is increasingly capable of detailed motor activity, refined use of language, and vivid use of imagination. These skills allow the child to initiate ideas, action, and fantasies, and to plan future events (p.122). In the preceding stage, children learn that they are people. They begin to explore what type of person they can become. According to Papalia, Olds, and Feldman (2007), preschool children can do-and want to do-more and more (p.271). Children need to begin asserting control and power over the environment.

The conflicts mark a split between two parts of the personality: the part that remains a child, full of exuberance and a desire to try new things and test new powers, and the part that is becoming an adult, constantly examining the propriety of motives and actions. According to Papalia et al (2007), children who learn how to regulate these opposing drives develop the “virtue” of purpose, the courage to envision and pursue goals without being unduly inhibited by guilt or fear of punishment (p.272).
During this stage, limits are tested to learn what is permissible and what is not. If parents encourage children’s self-initiative behaviors and fantasies, the children will leave this stage with a healthy sense of initiative. If parents ridicule the children’s self-initiative behavior and imagination, they will this stage lacking self-sufficiency. Instead of taking the initiative, they will tend to experience guilt when pondering such behavior and tend to leave within the narrow limits that others set for them.

4) **School Age: Industry versus Inferiority**

This stage lasts from about the sixth year to about the eleventh year. Most children attend to school throughout this stage. It is during this stage that children learn the skills necessary for economic survival, the technological skills that will allow them to become productive members of their culture. Children need to cope with new social and academic demands. The inner stage seems all set for “entrance into life”, except that life must first be school life, whether school is a field or a jungle or a classroom.

School is a place where children are trained for future employment in and adjustment to their culture. Through social interaction, children begin to develop sense of pride in their accomplishments and abilities. Children who encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful.

At this age, the social world of children is expanding beyond family to include peers, teachers, and other adult models. School age does not necessarily
mean formalized schools. According to Feist & Feist (2006), for school-age children, their wish to know becomes strong and is tied to their basic striving for competence. In normal development, children strive industriously to read and write, to hunt and fish, or to learn the skills required by their culture (p.253).

According to Erikson (1982), a major determinant of self esteem is children’s view of their capacity for productive work (as cited in Papalia, Olds, & Feldman, 2007, p.352). The issue to be resolved in middle childhood is industry versus inferiority. Children need to learn skills valued in their society. The “virtue” that develops with successful resolution of this stage of psychosocial development is competence, a view of the self as able to master skills and complete tasks. Children compare their abilities with those of their peers; if they feel inadequate, they may retreat to the protective embrace of the family. On the other hand, they become too industrious, they may neglect social relationship and turn into workaholics. Parents strongly influence beliefs about competence. Children with low self-esteem may be overly concerned about their performance in social situations. They may attribute social rejection to their own personality deficiencies, which they believe they are helpless to change.

According to Feist & Feist (2006), children with high self-esteem tend to be more willing to volunteer to help those who are less fortunate than they are, and volunteering, in turn, helps build self-esteem (p.254). The reason may have to do with a belief that others, like oneself, can change and improve. As children grow older, they are more aware of their own and other people’s feelings. According to Feist and Feist (2006), children can better regulate their emotions
and can respond to others’ emotional distress (p.254). Children typically are aware of feeling shame and pride, and they have a clearer idea of the difference between guilt and shame.

The researcher uses Erik Erikson’s theory because according to Erikson, society has influence on the children’s personality development. According to Feist and Feist (2006), although inborn capacities are important in personality development, the ego emerges from and is largely shaped by society (p.245). Erikson emphasizes on social and historical factors. To Erikson, the ego exists as potential at birth, but it must emerge from within a cultural environment. Different societies, with their variations in child-rearing practices, tend to shape personalities that fit the needs and values of their culture. Erikson regarded his post-Freudian theory as an extension of psychoanalysis, something Freud might have done on time. Although he used Freudian theory as the foundation for his life-cycle approach to personality, Erikson differed from Freud in several respects. In addition to elaborating on psychosexual stages beyond childhood, Erikson placed more emphasis on both social and historical influences. As stated by Feist and Feist (2006):

Unlike earlier psychodynamic theorist who severed nearly all ties to Freudian psychoanalysis, Erikson intended his story of personality to extend rather than repudiate Freud’s assumption and to offer a new “way of looking at things” (Erikson, 1963, p.403). His post-Freudian extended Freud’s infantile development stages into adolescence, adulthood, and old age. Erikson suggested that at each stage a specific psychosocial struggle contributes to the formation of personality. That struggle takes the form of an identity crisis – a turning point in one’s life that may either strengthen or weaken personality (p.241).
The quotation above means that Erikson has a new way of looking personality from the different view. The psychoanalytic theory of Erikson takes the form of identity crisis as a turning point which has to be done successfully to have a good personality development. The identity crisis can strengthen or weaken a person’s personality.

b. Factors that Influence Children Personality

Since this study deals with the main character’s childhood, the researcher needs to get a better understanding about some factors that influence children personality. The different phases of childhood happen when children are introduced to the new world of the strangers, the decisions that their parents take for them, the atmosphere at home and the way they are treated by those around them leave a significant impact on their mind. Those phases build a personality that they bear for a long time unless they consciously make an effort to make changes in it. During childhood, there are many factors and experiences that can be so meaningful in creating children’s personality. According to Papalia, Olds, and Feldman (2007), the researcher sees that there are two important factors which influence child’s personality development; they are important because the nearest environment around the children has the biggest influences on them. They are consists of:

1) Family Influences

It is true that the parents are regarded as the most influential figures in the personality development of a child, since the child’s first social environment is the home in which she or he lives. The home and the family will determine her or his
first attitude towards people and social activities. From the early experiences that children get in their homes, they acquire their attitude, values, and patterns of social behavior.

To understand the child in the family, parents need to look at the family environment – it is atmosphere and structure. These are affected by what goes on beyond the walls of the home. According to Papalia, Olds, and Feldman (2007), the most important influences of the family environment on children’s development come from the atmosphere within the home (p.279).

During children’s childhood, they need affection, attention, and love. Children who lack of attention may provoke a craving love. As stated by Baldwin (1956), a parent who treats his or her children badly may evoke hostility for them, or rejection may produce the opposite reaction, the overt seeking of affection (p.81).

According to Watson and Lindgren (1973), home can influence a child’s behavior and personality (p.297). There are two major effects that home has on the life of a child. First, it provides the conditions that facilitate some kinds of behavior and inhibit other. Second, the effects consist of the ways in which the child’s personality is shaped. It is about the interaction between the parents and child, and also between the children with her or his siblings. As stated by Watson and Lindgren (1973), personality patterns that persist are set by the way in which parents characteristically restrict, comfort, admonish, instruct, and express acceptance and warmth (p.297).
The parents have a great contribution in developing their children’s maturity. The way a child is brought up predicts a lot about the kind of personality he or she will have. The way parents treat their children will create their personality, traits, and motives. Nowadays, the parents put children in preparatory schools at a very young age which helps them feel confident about themselves and hence helps in building their personality. As stated by Papalia, Olds, and Feldman (2007), home environment supports in making the child aware of their own strengths and weaknesses, and helping them understand new things in life all contribute greatly (p.279).

2) Peer Influences

In middle childhood, peer group comes into its own. Groups form naturally among children who live near one another or go to school together; thus, peer groups often consist of children of the same racial or ethnic origin and similar socioeconomic status. According to Watson and Lindgren (1973) the young child begins to disengage himself from the home circle and to interact with his peers (p.348). Children get benefit from doing things with peers. According to Papalia, Olds, and Feldman (2007), children develop skills needed for sociability and intimacy, they enhance relationships, and they gain a sense of belonging (p.280). They are motivated to achieve, and they attain a sense of identity. They learn leadership and communication skills, cooperation, roles, and rules.

Children, who are having contacts with others, will influence the development of their mentality. Unlike an adult, however, a child’s stability of
friendship increases steadily with age. The friendship of three or four year old child before he or she has stopped being a baby begins to show exclusiveness.

As the children begin to move away from parental influence, the peer group opens new perspective and frees them to make independent judgments. The peer group helps children about how to get along in society, how to adjust their needs and desires to those of others, when to yield, and when to stand firm. The peer group offers emotional security. It is reassuring for children to find out that they are not alone in harboring thought that might offend an adult.

Children may spend much of their free time in groups, but only as individuals do they form friendships. They look for friends who are like them in age, sex, ethnicity, and interests. According to Watson and Lindgren (1973), a friend is someone a child feels affection for, is comfortable with, likes to do things with, and can share feelings and secrets with (p.348). As stated by Papalia et al (2007), friends know each other well, trust each other, feel a sense of commitment to one another, and treat each other as equal (p.280).

Children learn to communicate and cooperate with their friends. They learn about themselves and others. According to Watson and Lindgren (1973), children help each other whether in stressful transitions, such as starting at a new school or adjusting to parent’s divorce (p.348). Friendships seems to help children feel good about themselves, though it is also likely that children who feel good about themselves have an easier time making friends.
B. Review of Related Studies

Nelle Harper Lee’s novel *To Kill a Mockingbird* is published in the 1960s, when civil rights movement was growing and striving to attain equal rights for African-Americans. During this period, discrimination is a common thing throughout the United States, particularly in the Southern states.

In this study, the researcher uses the same novel as the previous researchers. There are two researchers from Sanata Dharma University who have analyzed the same novels. Pandansari (2007) in her thesis focuses on the Blacks and the Whites’ relation. Their relation was severe in 1930s because the Blacks were considered as slaves. The Whites think that the Blacks is inferior. She discusses three things in her thesis; the first is about the description about the Blacks and the Whites in the Maycomb society. The second is about the revelation of racial prejudice through the Whites in the society, and the third is about the responses of Blacks and Whites toward racial prejudice (Pandansari, 2007:xii).

Meanwhile, other research on Harper’s Lee novel was conducted by Sabdono (2000). Her thesis mainly discusses the motivation that encourages Atticus in defending Tom Robinson, a black defendant in a trial. She focuses on Atticus’s motivations which belong to the psychological aspect.

The researcher in this study uses the same novel by Harper Lee’s *To Kill A Mockingbird* in which the personality development of Scout in her experience around the Maycomb, Alabama society is not discussed yet.
C. Background of Blacks in American Society

This part will include the significant condition in 1930s which happened in the story and the civilization of Montgomery, Alabama in Maycomb society. This review supports the analysis by giving information about what happened in Southern area during 1930s.

Blacks in American society were natives. They were brought from West Africa firstly in the early of 16th century. As stated by Boyer (1990), since the black who came in the past are slaves, the Whites underestimates them. The Whites treated them unfairly, they limited jobs for Blacks (p.908). As recently as the 1930s, the only work readily available to people of color in the United States was menial labor.

They had been important for the nation as a whole in the fields of mining and plantations. In those fields, the slaves were used primarily as plantation labor to produce corps of tobacco, rice, and indigo, and only secondarily as servants and artisans. It could be understood that they were very important for The Whites. The Blacks had been forced to work hard for the white profits and comforts only. They were treated as a normal human. Universally, housing and food were poor. According to Freeman (1984), most of them cannot retain their own culture or language. It agains the law in many Southern states to teach the slaves to read and write (p.122). The Blacks did not get good education. They had worked hard but never received wages, never possessed things, never had their rights as normal human, and many of them never learn about reading and writing. They also could not protect themselves or their family from the master’s severity because their
lower education. They had been whipped, and were raped to satisfy the master’s lust on sexual desire. As stated by Boyd and Worcester (1969), Negro were prohibited from striking white persons, but murders or rape of a slave or of a free negro by a white person was not regarded as a serious offense (p.317).

Most of the Blacks had been separated from the family. Husband and wife did not live together in the same place. They cannot meet each other even they did not know their husband or wife still alive or not. The master did not permit them to meet each other. Therefore, according to Freeman (1984), the Black society’s family pattern was matriarchal or woman headed household (p.430). The husband had to work hard in the plantation far from the house. According to Tyson (2011), African Americans were hired as farm hands in rural areas, and in the cities they worked as maids, custodians, waiters, cooks, baggage handlers, and in other “service” occupations (p.212). In other words, the only jobs that are easily obtainable are similar to the work people of color perform under slavery. It is because the majority of African Americans perform as slaves. People think that they are incapable of any other kind of work. Boyd and Worcester (1969) have described that the slavery was not only a matter of a racial case, but it was also a politic case over a certain country:

The most urgent of urban problems is that of the Negroes, and more is involved than mere racial harmony. A larger percent of Negroes than whites is unemployed, and much of the violence and looting characteristic of recent city riots is a reaction against extreme poverty in the midst of affluence (p.317).

The American also wanted to occupy the country from which the slaves were brought. It was shown by the institution of the slavery. The slavery was
organized as well as it was possible to make them in a lower intelligent. Racial discrimination is a daily experience for most African American, racial issues have greatly influenced African American culture. The racial issues – for example, the economic, social, and psychological problems caused by racism. Racism is the economic, political issue, social, or psychology oppression of individuals or group based on their race. Racism is fueled by the myth that the oppressed race is inferior to the dominant to the race holding the power given by the society. For example, white racism is fueled by the myths that people of color are less intelligent, less civilized, less moral, and even less attractive than white people. In the South, the movement toward free common schools, supported by general taxation, had not yet taken hold. Education of white children was largely in the hands of private groups. Education of Negroes was almost nonexistent, and practically all of the races were illiterate. According to Gross (1964), any education of Negroes was forbidden by law in some states (p.87).

Racism is a big issue around the world, towards every race. In the novel, racism towards black people in Maycomb was brought up. In real life, the issues about racism still exist. The novel is alike the real life of the writer. A lot of the characters are alike to Harper Lee’s family and some of the events that happen in this story are based or influenced by true experience she had. According to Tyson (2011), many literary works by white authors have the African American characters or represent racial issues in some ways (p.212). Her own family also had a black housekeeper like Calpurnia in the novel. Being African-American in Alabama in the 1930s was not easy. Although President Abraham Lincoln had
made an Emancipation Proclamation freeing all African-American slaves in 1863, during the American Civil War, it was not until 1865 that it was enforced in many of the Southern States. Therefore, in 1930s, African-Americans had only been free citizens for sixty-five years.

D. Theoretical Framework

In doing this study, the researcher combines some theories that have been reviewed previously in order to guide the researcher in doing the analysis. In theoretical description, the researcher uses some theories in conducting the research. Those theories are theory of character and characterization, theory of personality development, and factors that influence children personality development. In analyzing Scout’s character, the researcher uses theory of character and characterization from Murphy’s, Klarer’s, Abrams’, and Holdman’s. The character analysis only uses some aspects consisting of: personal description, speech, conversation of others, reactions, and thought. Since the focus of the study is analyzing personality development on Scout characters in the novel, the researcher uses the theory of Erik Erikson about psychosocial stages development based on Scout character and characterization. This theory helps the researcher to analyze the psychosocial stages development of Scout character.

The researcher also gives the review of related studies. The first belongs to Pandansari (2007) that focuses on the Blacks and the Whites’ relation. The researcher uses this review because the racism situation which happened in Scout’s environment has influenced her personality development.
The second belongs to Sabdono (2000). This review focuses on Atticus motivation in defending Tom Tobinson. Atticus’s motivation also influences Scout in developing her personality development. Besides that, the researcher also gives the review about background of Blacks in American society that includes the information about what happened in Alabama, Maycomb in 1930s which has connection with Scout’s personality development.
CHAPTER III
METHODOLOGY

This chapter consists of three parts that are needed to give the reader more understanding about the study, namely the object of the study, the approach of the study and the method of the study. The object of the study describes physical description of the novel and brief summary of what generally the novel talks about. The approach of the study presents the appropriate approach that is used in this study to analyze the object of the study. The method of the study describes the steps taken in analyzing the work, from reading up to reporting the finding.

A. Object of the Study

The object of the study is a novel entitled *To Kill a Mockingbird* which is written by Nelle Harper Lee. It tells about racism which happened in 1930s between the Whites and the African Americans. The story started when Atticus Finch, a lawyer who belonged to The Whites who helped Tom Robinson, an African American who was accused of raping a white young girl. Atticus’ willingness to be Tom’s lawyer automatically gave him many mockeries from The Whites. The case made him labeled as a ‘nigger lover’.

Atticus had two children, Jem and Scout. In this novel, Scout, a six-year-old young girl became the narrator to the readers. Based on Scout’s view, readers could know what actually happened in South America in 1930s where racism
issues did exist. She got much knowledge from every single thing around her who helped her to be tolerant to and respect others. All of the knowledge she got had influenced her personality development.

A hardcover edition of *To Kill a Mockingbird* was originally published on July 11, 1960 by J.B. Lippincott Company in Philadelphia. The copyright of *To Kill a Mockingbird* was published by Harper Collins Publisher and was printed in United States of America. The novel was awarded by the Pulitzer Prize in Letters on May 1, 1961. The genre of this novel is a social drama. The tense used in the novel is past tense. The setting of place and time in the novel is a fictional town of Maycomb, Alabama, Southern State of America in 1933-1935. The novel consists of 31 chapters and 287 pages.

**B. Approach of the Study**

The purpose of the study is to find out the development of Scout’s personality. To achieve this purpose, the researcher used psychological approach. Psychological approach is an approach that fits best to analyze the novel in this study. Since psychological approach has many varieties, the researcher chose Erikson’s theory about the specific psychosocial aspect to analyze the data. This psychosocial aspect was chosen to analyze the novel because this study dealt with psychological aspects in human thoughts and behavior. According to Rohrberger and Woods Jr (1971), the psychological approach is an approach that uses psychological theories to explain human motivation, personality, and behavior written in literary object (pp.13-15).
The theory used in conducting this study was the theory of Erikson on eight psychosocial stages of development analysis. Erikson’s theory is considered to be the most suitable approach because the researcher intended to reveal about the changes in the Scout’s personality development. In this case, the changes of Scout’s personality are caused by her social experiences in facing her surroundings.

C. Method of the Study

In analyzing this study, the researcher applied a library research method because the sources were taken from the printed books. The data and the references in this research were gathered from books, encyclopedia, journals, and some on-line references. The primary source which was used for this research was the novel entitled *To Kill a Mockingbird*. The secondary sources were books about literature and child psychology.

In analyzing the novel, there were some steps applied. First, the researcher started to read the English version of the novel many times in order to get deep understanding about the content of the novel. Second, the researcher decided what aspects which are analyzed in the novel. At this point, the researcher needed many times to read the novel again. Since the researcher analyzed about children’s personality development, the researcher tried to find several sources from books and electronic sources about the factors which influence children’s personality development. From this step, the researcher was interested in analyzing the
personality development of Scout as the main character based on the social condition which happens in Alabama 1930s.

Third, the researcher looked for the psychosocial theories and some additional theories used in analyzing Scout’s character. They are theory of personality development by Erikson as cited in Papalia, Olds, and Feldman (2007) and Feist and Feist (2006), some factors influencing children’s personality development by Papalia et al (2007), and theory of character and characterization by Murphy (1972). As the validation of the analysis, the researcher asked an expert of Psychology who is a lecturer in Psychology Department at Sanata Dharma University. Fourth, since the study focuses on the psychological aspects of the character in the novel, the researcher chose the psychosocial approach as the mean to analyze the novel *To Kill A Mockingbird*.

Fifth, those theories were applied in order to analyze Scout's personality development in experiencing her life. In this step, the researcher tried to identify the aspects which support and influence Scout’s personality development. Moreover, the researcher tried to relate some evidences which will be found in the novel in order to know what was behind her changes. The last step was drawing a conclusion. The conclusion contains of the findings in the analysis that is presented in this study.
CHAPTER IV
ANALYSIS

This chapter presents the findings of the study. It consists of three parts, namely the characters of Scout Finch, the Scout’s personality development and the factors influencing Scout’s personality development. To answer the problem formulation, some theories are used to analyze Scout’s personality development.

A. The Characteristics of Scout Finch

Based on Holman’s theory (1986) Scout’s character is categorized into a dynamic character. The dynamic character changes Scout’s characteristics and personality by actions of experiences around her environment. In addition, to describe the character of Scout Finch that is analyzed, the researcher applies a theory of characterization which is elaborated by Murphy (1972). This theory consists of some ways to identify the character. Murphy believes that the term of character refers to the way the author reveals his or her characters personality. This theory helps the researcher to observe the characteristic of Scout Finch.

Taking a view from Murphy’s personal description theory (1972) described by the author, Scout Finch is a five-year-old girl when the story started. She is the second child of the Finch family. She lived in a small city named Maycomb County in Alabama with her father, Atticus, her older brother, Jem, and her black housekeeper, Calpurnia. Scout Finch comes from a single parent family.
Her mother died when Scout was two years old. Atticus sits on Alabama State Legislature and acts as a Maycomb’s leading attorney. Calpurnia, the Finch’s black housekeeper has been worked for Finch family since Atticus was still a child. She takes care of Scout and Jem and acts as a mother figure for them. Yet, the figure of Calpurnia cannot be equaled as a real mother figure because she is only supporting Atticus in guiding his children. Even, Scout thinks that Calpurnia does not love her better than Jem.

Calpurnia was something else again…. She was always ordering me out of the kitchen, asking me why I couldn’t behave as well as Jem when she knew he was older, and calling me home when I wasn’t ready to come. Our battles were epic and one-sided. Calpurnia always won, mainly because Atticus always took her side. She had been with us ever since Jem was born, and I had felt her tyrannical presence as long as I could remember (p.6).

Since Scout thinks that Calpurnia does not take her side in anything, the way how Calpurnia teaches Scout is far from affection. Scout never has sentimental connection with Calpurnia.

She would set me a writing task by scrawling the alphabet firmly across the top of a tablet, then copying out a chapter of the Bible underneath. If I reproduced her penmanship satisfactorily, she rewarded me with an open-faced sandwich of bread and butter and sugar. In Calpurnia’s teaching, there was no sentimentality: I seldom pleased her and she seldom rewarded me (p.21).

However, Atticus gives the biggest influence on raising his children as a single parent. Atticus gets many criticisms from the family and the neighbor for they think that Scout and Jem are lack of discipline and proper guidance.

Based on the theory of characterization about ‘character as seen by others’ by Murphy (1972), Scout’s physical appearance is described a big girl. Even she is bigger than her classmate that is older than her.
Catching Walter Cunningham in the schoolyard gave me some pleasure, but when I was rubbing his nose in the dirt Jem came by and told me to stop. “You’re bigger’n he is,” he said. “He’s as old as you, nearly,” I said (p.25).

Jem sees that Scout is bigger than Walter who is as old as him. Therefore it makes her never afraid of fighting against others. Scout is a tomboyish girl. The way she dresses is far from feminine girl. She always wears overall that enables her to move flexibly like a boy.

“And you—” she pointed an arthritic finger at me—“what are you doing in those overalls? You should be in a dress and camisole, young lady! You’ll grow up waiting on tables if somebody doesn’t change your ways—” (p.55).

Based on the novel, the researcher finds out that Scout’s characteristics are varied, but these are consistent throughout the story. They are being tomboy, respectful, high-tempered, caring, tough, intelligent, persistent, and curious.

1. Tomboyish

Through the theory of characterization by Murphy (1972), Scout’s character is considered as a tomboyish girl. Murphy’s theory of “thought” in which the author describes what a certain character’s thinks directly is match with the way of Scout’s character as being tomboy is described in the novel. Scout realizes that the way how she dresses is far from feminine. She does not like dresses. Although her Aunt complains the way of her dressing, Scout stands still to wear pants in her daily life since she is comfortable with them. It can be proven from the statement “Aunt Alexandra was fanatical on the subject of my attire. I could not possibly hope to be a lady if I wore breeches; when I said I could do nothing in a dress, she said I wasn’t supposed to be doing things that required
pants.” (p.92). Scout loves wearing pants since she can do everything flexibly with her brother, Jem and her friend, Dill. She behaves like a boy because she is influenced by Jem. It can be proven from the statement “I was not so sure, but Jem told me I was being a girl, that girls always imagined things, that is why other people hated them so, and if I started behaving like one I could just go off and find some to play with.” (p.45).

As stated by Watson and Lindgren (1973), home can influence a child’s behavior and personality. The interaction between the child and the parents, as well as the child and her or his other siblings can shape the child’s behavior and personality. Papalia, Olds, and Feldman (2007) state that “From the early experiences children get in their homes, they acquire their attitude, values, and patterns of social behavior”. In the novel, Scout behaves like a boy because her environment at home is filled with males’ relatives. She lives only with her father, Atticus, and brother, Jem. She does not live with her mother since her mother has passed away since she was two years old. Thus, she does not have female figure since her early childhood. This is a factor that influences Scout’s character as a tomboy girl.

In addition, Scout thinks that Jem is the only one that can play with her. Therefore she listens what her brother says. Her brother does not like play with girls since girls always exaggerates everything. It makes Scout to behave like a boy so that she can keep sticking with her brother.
2. Respectful

Based on Murphy’s “speech”, one on the techniques to describe the characters in the novel, it is seen that the second Scout’s character is being respectful. The author gives a clue that Scout is a respectful girl. Once, there is an incident at Scout’s class that involved her classmate, Walter Cunningham. Scout knows well about the poor family background of the Cunningham’s. In one lunch time, Miss Caroline, her teacher, offers Walter money for buying his lunch. But Walter is in trouble to refuse it. Thus, Scout helps him out to speak up to Miss Caroline. However, Miss Caroline does not approve the way of Scout’s speaking about the Cunningham’s. It results a punishment for Scout since she has annoyed her teacher.

I knew I had annoyed Miss Caroline, so I let well enough alone and stared out the window until recess when Jem cut me from the covey of first-graders in the schoolyard. He asked how I was getting along. I told him. “If I didn’t have to stay I’d leave. Jem, that damn lady says Atticus’s been teaching me to read and for him to stop it- ” (p.20).

Scout understands that what she has done to help Walter is not approved by Miss Caroline. As a result, she is punished to stare out the window. She realizes that it is an embarrassing moment for her that makes her wants to flee from that place. But Scout keeps following her teacher’s order and finishes her punishment. This clue shows that Scout is a respectful girl. Scout knows that a teacher or an adult must be respected since the Finch is taught as an honorable man. It can be proven from the statement “As it was, we were compelled to hold our heads high and be, respectively, a gentleman and a lady.” (p.279). Therefore, Scout’s father, Atticus, never lets his children to behave rudely, or even to have fight with their friends.
“You can just take that back, boy!”
This order, given by me to Cecil Jacobs, was the beginning of a rather thin time for Jem and me. My fists were clenched and I was ready to let fly. Atticus had promised me he would wear me out if he ever heard of me fighting anymore; I was far too old and too big for such childish things, and the sooner I learned to hold in, the better off everybody would be. I soon forgot (p.85).

Atticus orders Scout not to fight with Cecil Jacobs, her schoolmate although he has annoyed Scout. She respects her father and listens to what he orders to her although her pride is torn away.

I drew a bead on him, remembered what Atticus had said, then dropped my fists and walked away, “Scout’s a cow—ward!” ringing in my ears. It was the first time I ever walked away from a fight. Somehow, if I fought Cecil I would let Atticus down. Atticus so rarely asked Jem and me to do something for him, I could take being called a coward for him (p.87).

Avoiding a fight is not Scout’s style. However, she knows well that if she has a fight this time, she will upset her father, Atticus. Since she really respects her father, she follows Atticus’ order to walk away from a fight.

3. **High-tempered**

From Murphy’s theory of characterization, a character can be described through a certain character’s reactions or responses to various situation and events. In this case, Scout’s character is identified as being high-tempered based on “reactions” towards various situations.

Francis looked at me carefully, concluded that I had been sufficiently subdued, and crooned softly, “Nigger-lover…”
This time, I split my knuckle to the bone on his front teeth. My left impaired, I sailed in with my right, but not for long (p.96).

Scout’s cousin, Francis says something bad about Atticus and it annoys Scout. At first, she can manage it but she cannot control her anger anymore once Francis
called her father as a nigger-lover. Her reaction toward Francis’ saying is unpredictable. She fights Francis although Francis is a boy. Scout is not afraid of Francis just because he is a boy. Once her pride is torn away, Scout does not stand still and do nothing. Even when her brother has crossed her line and does not take her side, she gets angry easily.

“Jee crawling hova, Jem! Who do you think you are?”
“Now I mean it, Scout, you antagonize Aunty and I’ll—I’ll spank you.”
With that, I was gone. “You damn morphodite, I’ll kill you!” He was sitting on the bed, and it was easy to grab his front hair and land one on his mouth. He slapped me and I tried another left, but a punch in the stomach sent me sprawling on the floor. It nearly knocked the breath out of me, but it didn’t matter because I knew he was fighting, he was fighting me back. We were still equals (p.156).

Scout gets angry easily, once she realizes that Jem does not take her side to fight against Aunt Alexandra. Jem warns Scout not to behave improperly towards their aunt. Jem’s action has annoyed Scout so she attacks Jem as her protest action.

4. Tough

Taking Murphy’s theory of characterization about “past life”, Scout is characterized as being tough. The author describes a certain character’s past life directly. The description can be given through the character’s thoughts, conversation, or through the medium of another person. In the novel, Lee describes Scout’s character as being tough implicitly. It can be proven from the statement “Our mother died when I was two, so I never felt her absence” (p.6).

A two-year-old child is categorized as early childhood according to Erikson as cited in Papalia, Olds, and Feldman (2007). During early childhood, children show the significant improvement in attention with which they process
the information; and they begin to form long-lasting memories. However, young children memory is not as good as the older ones. In encoding, importantly, young children are likely to focus on exact details of an event, which are easily forgotten, whereas older children and adults generally concentrate on the gist of what happen (Papalia et al, 2007, p.254). Scout never feels her mother absence because she is not able to remember a single sentimental moment with her mother. Therefore she “does not miss her, but she thinks Jem does. He remembers her clearly” (p.6). Scout’s opinion, in the novel, has implicitly told that she is a tough girl. She does not stay in grief although she knows she does not have a mother since her childhood.

5. Intelligent

Considering Murphy’s theory of characterization, especially about “speech”, the researcher identifies that Scout’s character is being intelligent. Speech, according to Murphy (1972) is the characterization technique in which the author gives clues in describing the character through conversation with another, the character’s opinion or when the character speaks. Through Jem’s speech when he met Dill for the first time, Scout is described as being intelligent since she can read even before she starts going to school. It can be proven from the statement “Shoot no wonder, then,” said Jem, jerking his thumb at me. “Scout yonder’s been readin’ ever since she was born, and she ain’t even started to school yet. You look right puny for goin’ on seven.” (p.7).

Another Murphy’s method proving Scout is intelligent is through “thought” in which the author describes what a certain character’s thinks. In the
novel, Lee describes that Miss Caroline realizes Scout’s intelligence after she makes Scout read.

I suppose she chose me because she knew my name; as I read the alphabet a faint line appeared between her eyebrows, and after making me read most of My First Reader and the stock-market quotations from The Mobile Register aloud, she discovered that I was literate and looked at me with more than faint distaste (p.19).

Scout can read before she goes to school. Her reading skill is developed accidentally. She even does not realize that what she is doing is learning to read. It can be proven from the statement “I could not remember not being able to read hymns…, reading was something that just came to me.” (p.20). Her father, Atticus, is one of the factors that create the learning atmosphere as natural as possible. Scout is always involved in some activities that can facilitate her learning to read such as the followings.

I never deliberately learned to read, but somehow I had been wallowing illicitly in the daily papers. In the long hours of church—was it then I learned? I could not remember not being able to read hymns…. reading was something that just came to me.” (p.20). Her father, Atticus, is one of the factors that create the learning atmosphere as natural as possible. Scout is always involved in some activities that can facilitate her learning to read such as the followings.

Once Scout’s reading ability is developed, she can read everything around her reach. As a result, Scout’s knowledge is expanding. It can be proven from the statement “As for me, I knew nothing except what I gathered from Time magazine and reading everything I could lay hands on at home,…, I could not help receiving the impression that I was being cheated out of something” (p.36). Based on this
quotation, it can be concluded that Scout’s character in the novel is described as being intelligent.

6. Persistent

From Murphy’s theory of “conversation of others” and “reactions”, another Scout’s personality can be revealed. In the theory of “conversation of others”, the technique uses conversation of other characters about a certain character. The conversation often gives us a clue about whom it is being spoken. In addition, the conversation is then responded by a certain character. In the novel, Jem is having conversation with Scout. He complains of Scout’s behavior that is getting more like a girl every day. It annoys Jem since he thought that” girls always imagined things, that’s why other people hated them so” (p.45). The fact that Jem does not play with girls makes Scout does not have any option and join them behaving like a boy.

“Scout, I’m tellin’ you for the last time, shut your trap or go home—I declare to the Lord you’re gettin’ more like a girl every day!” With that, I had no option but to join them. We thought it was better to go under the high wire fence at the rear of the Radley lot, we stood less chance of being seen (p.58).

Scout responds Jem’s speaking with an action. She joins Jem’s plan to make Boo Radley come out of his house. She wants to show Jem that she is not what Jem thinks. She is still the same Scout who behaves like a boy. Therefore, she agrees to follow Jem’s order. This has proved that Scout is being persistent. She has a willingness to achieve something she thinks that she deserves.

Scout’s character of being persistent is not only appeared in one occasion. Another Scout’s persistence is seen in the following quotation.
Aunt Alexandra looked across the room at me and smiled. She looked at a tray of cookies on the table and nodded at them. I carefully picked up the tray and watched myself walk to Mrs. Merriweather. With my best company manners, I asked her if she would have some. After all, if Aunty could be a lady at a time like this, so could I (p.271).

In this situation, Scout is surrounded by some ladies from around her neighborhood gathering in her place. Scout is invited by Aunt Alexandra to join with them. At this opportunity, Scout is demanded to be an honorable lady from the Finch family. She watches Aunt Alexandra as her role model and persistently she thinks that she can do the same thing like all ladies do. Scout willingness to behave like a lady, in this case, has supported her character description as being persistent.

7. Curious

“Speech” is another method used to describe character in the literary work (Murphy, 1972). In describing a certain character the author uses the clues from the conversation with another, the character’s opinion or when the character speaks. The last technique, “when the character speaks”, is match to describe Scout’s character as being curious. Scout’s curiosity towards everything around her is appeared when she talks directly with her father, Atticus. She always has a dozen questions that are started with “why”. She demands clear explanation with that question word. Some of her questions are seen in the following quotation.

“Do you defend niggers, Atticus?” I asked him that evening….“Well if you don’t want me to grow up talkin’ that way, why do you send me to school?” But I was worrying another bone. “Do all lawyers defend n-Negroes, Atticus?”…“Then why did Cecil say you defended niggers? He made it sound like you were runnin’ a still.”…“If you shouldn’t be defendin’ him, then why are you doin’ it?”… “You mean if you didn’t defend that man, Jem and me wouldn’t have to mind you
anymore?‖…‖Why?‖...‖Atticus, are we going to win it?‖…‖Then why—‖ (p.86 – 87).

One question demands a good answer. A good answer leads to another question. That is why Scout is always curious about anything around her environment. If she does not get a good answer, she will demand it until the answer satisfies her curiosity.

Another Scout’s curiosity is also seen in her conversation with Calpurnia. She wanted to know the meaning of certain word, thus she asks for the answer to the adult near her. It can be proven from the statement “Well, if everybody in Maycomb knows what kind of folks the Ewells are they’d be glad to hire Helen … what’s rape, Cal?” … “It’s somethin’ you’ll have to ask Mr. Finch about,” she said” (p.141). At this situation, Calpurnia as an adult cannot provide a good explanation to Scout. Therefore she suggests Scout to ask the meaning of “rape” to Atticus since he can deliver the meaning of “rape” with the proper words.

B. Scout’s Personality Development

Before the researcher analyzes Scout’s personality development, it is better to tell about the synopsis of the story in Harper Lee’s To Kill a Mocking Bird. This novel tells about the little girl’s childhood, namely Scout. She lives with her father, Atticus; her brother, Jem; and her black-housekeeper, Calpurnia. They live in a small city named Maycomb where almost all the people know each other. This novel is told from a five-year girl’s perspective when the stories start. The first chapter tells about Scout, Jem, and their best friend, Dill, who want to tease Boo Radley’s life. Boo is their weird neighbor who never goes out of his house.
The people of Maycomb consider Boo Radley as a mysterious figure in their town. Bad and terrible gossips go into him, so his ground and house become the most horrible part in town to be passed for children. Children must run or walk around to clear the track because they are afraid of meeting Boo.

For Scout, Jem, and Dill, the mysterious Boo becomes an exciting game. Scout together with Jem and Dill create a game to mock Radley’s family. Scout’s childhood cheerfulness is disturbed when Atticus decides to defend a Black young man, Tom Robinson, who is accused of raping a White woman named Mayella Ewell. For the community, Black people are second-class citizens who are considered as the dregs of society. They always get bad prejudice that like to make troubles. Many condemnations for Atticus come from all over the city. Scout and Jem also get many mockeries from their environment who said Atticus as a Nigger lover. Not only from his environment, has Atticus also got challenge from his little sister, Aunt Alexandra. Although he gets many criticism and challenges, he still runs with it. As a Tom Robinson’s lawyer, Atticus wisely advises Scout and Jem that they do not have to be shy because he defends Tom. But he asks his children to walk by upholding their head and not retaliate with violence.

Atticus expertly tells many people in Maycomb County that Tom is not guilty doing a rape to Mayella. But for the society, a Negro still a trash and prejudice cannot be broken by the facts. From this case, Scout sees that life is not a matter of White and Black because prejudice often blinds people so that justice cannot be fully enforced.
In this novel, the reader can see Scout as two different characters, Scout as an adult and Scout as a child. In the Scout as adult’s perspective, Scout narrates the book in young Scout’s perspective and she spends over the span of three years. While, in the Scout’s as a child perspective, Scout is a daughter of protagonist, a younger sister to Jem, and a six-year-old school beginner. Scout is a questioner and also an observer, she is also intelligent and fierce. She is always full of question marks inside her head. As a questioner, she is always asking Atticus, Calpurnia, and Jem about things she does not know, or about things she wants to know. Scout once asked to Atticus on the economic situation of their families. Scout asked about their financial condition because she saw that Walter Cunningham was not able to bring his lunch because he did not have enough money to buy it. The condition of Walter who is humiliated by Miss Caroline in the class in front of his friends who made the Scout wondered. As an observer, she always wants to know everything she does not know.

The researcher applied Erikson’s social psychology development. But the researcher only used the first four psychosocial stages of development. They are: (1) Infancy: Trust versus Mistrust; (2) Early Childhood: Autonomy versus Shame and Doubt; (3) Pre-school: Initiative versus Guilt; (4) School Age: Industry versus Inferiority. These four stages help the researcher to analyze the events in the novel and its influence on Scout’s personality development.

1. **Trusting others**

Erikson believes that this stage happens in the infancy periods started from birth up to eighteen months. This is the time when children are most helpless and
thus most dependent on adult. If the parents’ care for their children satisfies their children’s needs in a loving and consistent manner, the children will develop a feeling of basic trust. According to Papalia, Olds, and Feldman (2007), children will develop the sense of trust when their caregivers provide reliability, care, and affection. If, however, parents are rejecting and satisfy children’s need in an inconsistent manner, they will develop a feeling of mistrust.

Erikson believes that the infancy is an important phase for the social development of a baby in order to face of the reality in the future. A mother figure is the essential thing to make the early stages of a baby develops well. Because Scout’s mother gives affection and love to her, Scout is able to build a sense of trust to the world. The role of her mother in developing a sense of trust assures her that the world accepts Scout very well. Scout’s mother was a great woman who always takes care of her children, Scout and Jem. It can be proven from the statement “I did not remember our mother, but Jem did—he would tell me about her sometimes—” (p.115). Scout puts her trust to her brother that whenever Scout asks about their mother, Jem will tell her. This is a form of affection from a brother to his little sister. The researcher can tell that Scout and Jem have a good relationship as siblings and Scout receives enough love from her brother.

Not only the role of her mother but also the role of a father could build the sense of trust to the world. Atticus gives time and great affection to both of his children, Scout and Jem. He always spends his little time to read a book for Scout. It can be proven from the statement “Jem and I found our father satisfactory: he played with us, read to us, and treated us with courteous detachment” (p.6). In the
reading activity, it can be seen that Scout has a feeling of trust to Atticus because she trusts him to read a book for her. It can be proven from the statement “...anything Atticus happened to be reading when I crawled into his lap every night. Until I feared I would lose it, I never loved to read. One does not love breathing.” (p.20). Scout’s routines to learn reading every night with her father is done intimately. She always crawls into Atticus’ lap whenever they are reading book. This intimacy will not be performed if Scout does not have basic trust to her father.

When children develop more trust than mistrust, the crisis is resolved positively. Once the crisis is resolved positively, a virtue of hope emerges and it strengthens someone's ego. As a result, the outcome is a trust in self, parents and world. From the novel, the researcher found that Scout’s early childhood is probably very happy. She seemingly receives sufficient care from her mother that satisfies her need of affection. It can be proven from the statement “…half the Finches were in the asylum anyway, but if our mother were living we would not have come to such a state.” (p.116). In Scout’s mind, her mother is a competent woman that can be depended on solving such life problems including teaching manner. Scout is aware that her family's manner is not in a good state. However, she develops trust in her mother that her mother can fix that problem if she is still alive. This condition emerges Scout’s virtue of hope and it strengthens her ego. As a result, Scout develops trust in self, parents, and the world.

Scout’s early years support her in achieving basic trust at the infancy stage successfully. She receives affection, love, and care from her mother, father, and
brother. Her happy memories of loving family and also the feelings of safety and trust that she achieves fit appropriately with Erikson’s theory. Mooney (2000, p.57), then, supports Erikson’s theory by stating that basic sense of trust is necessary for children to move into the next stage and develop autonomy.

2. **Autonomous Person**

This stage happens in early childhood from eighteen months to three years. This period is marked by a shift from external control to self-control. As stated by Papalia et al (2007), children need to develop a sense of independence and a sense of personal control over physical skills. Scout could develop a good sense of independence well even her mother was died when she was two years old. It can be proven from the statement “Our mother died when I was two, so I never felt her absence… I did not miss her, but I think Jem did. When he was like that, I knew better than to bother him.” (p.6). According to Papalia et al (2007), children learn how to hold on and to let go something. Scout is trying to let go her past of her mother's death. She does not want to continue her grieve because she wants to show that she is a tough girl. Scout has an excellent self-control compared to his older brother, Jem.

Scout also has a good sense of independence; it can be proven from the statement “the day after Jem’s twelfth birthday his money was burning up his pockets, so we headed for town in the early afternoon” (p.116). Scout goes to City in the early afternoon with Jem without being accompanied by adult people such as Atticus or Calpurnia. They have developed their sense of autonomy since they
were child. Even Scout and Jem go to school independently without being sent by their father Atticus, "Jem condescended to take me to school the first day, a job usually done by one’s parents, but Atticus had said Jem would be delighted to show me where my room was." (p.17). Scout does not complain to her father although at the first day she goes to school, Atticus does not send her instead of her brother. It indicates that Scout has developed her sense of autonomy since her early childhood.

After children develop a sense of trust to their caregiver, they begin to find that they have their own wish. They can decide to do something or not willfully. Children will show their autonomy. Even the novel started when Scout was five years old, but the researcher sees that Scout successfully develop her autonomy (self-control) than her shame and doubt. It can be seen when Scout decides to not going to school because she does not feel comfortable with her teacher.

I told Atticus I didn’t feel very well and didn’t think I’d go to school anymore if it was all right with him. “You never went to school and you do all right, so I’ll just stay home too. You can teach me like granddaddy taught you ‘n Uncle Jack (p.32).

As a child, Scout is able to speak up her wish and her opinion about not going to school. She is able to tell Atticus about her teacher, Miss Caroline, who does not like her reading progress very well. She forces Atticus not to send her back to school because it is a disappointment for her.

Bit by bit, I told him the day’s misfortunes. “-and she said you taught me all wrong, so we can’t ever read any more, ever. Please don’t send me back, please Sir” (p.32).

As stated by Hergenhahn (2007), the parents must perform the delicate task of controlling the child’s behavior in socially acceptable directions without
injuring child’s sense of self-control or autonomy. In debating with Scout, Atticus knows well that Scout is at the stage where children start to adopt a feeling of security and confidence in choosing and chasing their goal. He wisely tells Scout that she should see a problem from a different side, not only just looking at from one side.

Atticus stood up and walked to the end of the porch. When he completed his examination of the wisteria vine he strolled back to me. “First of all,” he said, “if you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view—“ “Sir?” “—until you climb into his skin and walk around in it” (p.33).

As stated by Papalia et al (2007), the parents must be reasonably tolerant but still be firm enough to ensure behavior that is socially approved. If the parents are overly protective or unjust in their use of punishment, the child will feel doubtful and experience shame. The role of Atticus is needed to help Scout in developing her autonomy.

The positive resolution of the crisis characterizing this stage does not mean that the child no longer experiences shame and doubt. Scout also experiences the feeling of doubt when her father says that she should go to school although she has a disappointed feeling with Miss Caroline. Besides, it can be seen that Scout successfully develops her autonomy on expressing her opinion about going to school. Scout develops more autonomy than shame and doubt feeling during this stage, so it makes the virtue of will emerges. The virtue of will helps Scout to get the next stage of being initiative. It means that Scout’s ego becomes strong enough to deal with inevitable experiences of shame and doubt.
3. **Initiative Person**

This stage occurs in preschool from three until five years old. In this stage, children will see the parents as a big and powerful adult (Papalia, Olds & Feldman, 2007). Scout sees her father, Atticus as big and powerful. It can be proven from the statement “…when my father, Atticus Finch, went to Montgomery to read law” (p.4). Scout knows that her father has an important position in the town as an attorney in Maycomb. She sees Atticus as a good attorney because he successfully helps his first two clients to win the case. She also sees Atticus as a kind-hearted father to Maycomb’s people. He helps Cunningham family sincerely without hoping some money as the payment.

My special knowledge of the Cunningham tribe—one branch, that is—was gained from events of last winter. Walter’s father was one of Atticus’s clients. After a dreary conversation in our living room one night about his entailment, before Mr. Cunningham left, he said, “Mr. Finch, I don’t know when I’ll ever be able to pay you.”

“Let that be the least of your worries, Walter,” Atticus said. When I asked Jem what entailment was, and Jem described it as a condition of having your tail in a crack, I asked Atticus if Mr. Cunningham would ever pay us. “Not in money,” Atticus said (p.23).

During this stage, the child is increasingly capable motor activity, refined use of language, and vivid use of imagination (Papalia et al, 2007). Scout is five years old when the story starts. She has some routine activities to do in the summer. She plays some dramas with Jem and Dill. Playing drama increasingly makes Scout capable in her motor activity, language, and imagination.

Thereafter, the summer passed in routine contentment. Routine contentment was: improving our tree house that rested between giant twin chinaberry trees in the back yard, fussing, running through our list of dramas based on the works of Oliver Optic, Victor Appleton, and Edgar...
Rice Burroughs. In this matter we were lucky to have Dill. He played the character parts formerly thrust upon me—the ape in Tarzan, Mr. Crabtree in The Rover Boys, Mr. Damon in Tom Swift” (pp.8-9).

The children’s (Scout, Jem, and Dill) motor activity appears in the activities such as improving their tree house, fussing, and running drama. They move their body to do such activities. In addition, whenever they get bored, they can do another motor activity like playing with an old car tire.

Jem scowled darkly at me, but said, “Well, are we gonna play anything or not?”
“Let’s roll in the tire,” I suggested.
Jem sighed. “You know I’m too big.”
“You c’n push.” I ran to the back yard and pulled an old car tire from under the house. I slapped it up to the front yard. “I’m first,” I said (p.41).

Scout has an initiative to play such game when they are about to run out of fun activities. Although Jem refuses to play this game since he is too big to play with the tire, Scout still has an initiative to let Jem push the tire for her. Scout motor activity is developed appropriately at this stage.

Beside motor activity, the initiative stage in pre-school age can be achieved through the capability of refined use of language. Refined use of language can be performed through “running through the list of dramas based on the works of Oliver Optic, Victor Appleton, and Edgar Rice Burroughs.” (p.4). The children, Scout, Jem, and Dill, act like the characters in those works. It can be proven from the statement “As the summer progressed, so did our game. We polished and perfected it, added dialogue and plot until we had manufactured a small play upon which we rang changes every day..” (p.43). Those activities allow the children to increase their capability of language. This capability arouses sense
of initiative for the children instead of sense of guilt. More importantly, Scout’s
initiative is also well-developed at this stage.

The next capability that performs initiative is the vivid use of imagination. Scout is full of questions marking in her head about everything. She likes discussing everything and then asking about something that is uncommon for her. Once she asked Atticus about Boo Radley’s house. It can be proven from the statement “The Radley house had no screen doors. I once asked Atticus if it ever had any; Atticus said yes, but before I was born.” (p.10). Scout thinks that a house without screen doors is uncommon. Thus, she imagines that Boo Radley’s house has a screen door.

Scout’s imagination is getting wild when she thinks about Jem and Atticus conspiracy on the first day of her school. Scout thinks that Jem and Atticus have a money transaction when Jem kindly accompanies her to her first day school.

“Jem condescended to take me to school the first day, a job usually done by one’s parents, but Atticus had said Jem would be delighted to show me where my room was. I think some money changed hands in this transaction” (p.17).

Scout thinks that Jem is not that kind to send her to school at her first day. She imagines that money talks behind Jem’s willingness to send her to school. Although she does not know the fact, she keeps thinking that way since she is increasingly capable of vivid use of imagination.

In addition, Scout also has a good sense of initiative in making a decision. She is not afraid to tell Atticus if Jem still want to set a fire to Boo Radley’s house. It can be proven from the statement “I told Jem if he set fire to the Radley’s house, I was going to tell Atticus on him.” (p.15). She knows well that
what Jem is going to do with Radley’s house is not a proper deed. Without any fear or feeling of doubt, Scout initiatively threatens Jem that she is going to tell Atticus about his plan.

Scout used to practice reading with Atticus, and it makes her capable of using her motor activity, refined use of language, and vivid use of imagination. These skills allow her to initiate ideas, action, fantasies, and to plan future events. It can be proven from the statement “I could not remember when the lines above Atticus’s moving finger separated into words, but I had stared at them all the evenings in my memory” (p.20). Scout’s motor activity, at this state, is well-developed. Her eyes can follow the movement of Atticus finger and process it into separated words.

Due to the reading practice that Scout does with Atticus, it makes her become more literate. It can be proven from the statement “As for me, I knew nothing except what I gathered from Time magazine and reading everything I could lay hands on at home” (p.36). The ability to comprehend a text requires the refined use of language. In this case, Scout is capable to comprehend some reading text. It means that she has refined use of language. As a result, it increases Scout’s initiative instead of guilt.

The last sign that indicates the success initiative stage achieved is vivid use of imagination. At her school, Scout’s teacher, Miss Caroline, reads them an imaginative story about cats.

Miss Caroline began the day by reading us a story about cats. The cats had long conversations with one another, they wore cunning little clothes and lived in a warm house beneath a kitchen stove. By the time Mrs. Cat called the drugstore for an order of chocolate malted mice the class was
wriggling like a bucketful of Catawba worms. Miss Caroline seemed unaware that the ragged, denim-shirted and floursack-skirted first grade, most of whom had chopped cotton and fed hogs from the time they were able to walk, were immune to imaginative literature” (p.18).

The story that Miss Caroline has read for her students is really an imaginative literature. Since Scout is literate, she probably can imagine the story well. She can imagine how the cats conversed and acted like human. However, the story becomes a problem for the other black students who never have the opportunity to learn read since their childhood is full of working at the cotton field. Scout considers that their friends are immune to imaginative literature because they have known the real world. At this stage, Scout’s vivid use of imagination is well-developed but the researcher found that Scout tends to develop her sense of guilt in this situation. Scout feels sorry to her classmates since they cannot enjoy an imaginative literature well.

Besides, Scout ability to develop her initiative appears in her big curiosity. She is always interested in something that attracts her attention. She will go to find out what it is by herself.

Something about one of the trees attracted my attention. Some tinfoil was sticking in a knot-hole just above my eyes level, winking at me in the afternoon sun. I stood on tiptoe, hastily looked around once more, reached into the hole, and withdrew two pieces of chewing gum minus their outer wrappers (p.37).

Scout has a good motor activity. She is a responsive girl towards her environment. She always has a big desire to explore her environment based on her great imagination. She thinks that what she has found on the hole of the tree is something mysterious. Thus, Scout decides to keep the chewing gum for herself. Scout’s decision to keep the chewing gum is a form of initiative.
Erikson (1982) believes that in the preceding stage of pre-school age, children will learn that they are people. They need to begin asserting control and power over the environment. Scout imagines that she becomes the probate judge when they are running a play. She pretends that she were a boy, same like Jem and Dill. Scout develops her imagination, to broaden skills through active play and learn to cooperate with others. In running a play with those two boys, Scout puts herself in the highest role, as a judge. It can be proven from the statement “The three of us were the boys who got into trouble; I was the probate judge, for a change.” (p.44). From this description, it can be seen that Scout is successful to assert control and power over her environment. Through the play Scout can learn how to real people in society. Her imagination about the definition of a judge is a person who has authority to control the society has running well.

In addition, Papalia, Olds, and Feldman (2007) state that during the pre-school stage, limits are tested to learn what is permissible and what is not. Scout learns the concept of what is permissible and what is not when Dill, Jem, and her are going to play the melancholic drama about Boo Radley’s incident. It can be proven from the statement “As Mr. Radley passed by, Boo drove the scissors into his parent’s leg, pulled them out, wiped them on his pants, and resumed his activities.” (p.12). To do so, Jem must “sneak into the house, steals the scissors from the sewing-machine drawer when Calpurnia’s back was turned.” (p.44). Scout uses the word ‘steal’ to describe an activity of taking things quietly that is not permissible. She has already known that stealing scissor is not permissible because it may harm people. As a father, Atticus does not permit them to use
scissors while they are playing. He also pays more attention to Scout and Jem in things they are playing with.

“What are you doing with those scissors, then? Why are you tearing up that newspaper? If it’s today’s I’ll tan you.”

“Give me those scissors,” Atticus said. “They’re nothing to play with. Does this by any chance have anything to do with the Radleys?”

“No Sir,” said Jem, reddening.

“I hope it doesn’t,” he said shortly, and went inside the house (p.45).

Parent’s role in shaping children’s behavior is really influencing. Papalia, Old, and Feldman (2007) state that “If parents encourage children’s self-initiative behaviors and fantasies, the children will leave this stage with a healthy sense of initiative.” That is what Atticus does to his children. Atticus pays a serious attention to his children’s sense of initiative by encouraging their children behavior and fantasies. It can be said that Scout’s sense of initiative is left healthy since she has the capability of motor activities, refined use of language, and vivid use of imagination.

The healthy sense of initiative, then, emerges outcome. According to Erikson as cited in Papalia et al (2007) the favored outcome at this stage is the virtue of purpose in which the courage to envision and pursue goals without being unduly inhibited in guilt or fear of punishment. Hjelle and Ziegler (1981) state that at this age children begin to feel that they are counted as persons and that life has a purpose for them. Scout’s virtue of purpose appears since she has achieved the healthy sense of initiative. She realizes that she is counted as a person and her life has a purpose for her.
4. Productive Person

The last four stage of personality development is School Age. Papalia, Old and Feldman (2007) state that this stage lasts from about the sixth year to about the eleventh year. Throughout this stage, most children come to the school. It is during this stage that children learn to become productive members of their culture. The inner stage seems all set for “entrance into life”, except that life must first be school life, whether school is field or jungle or classroom. School is the place where children are trained for future employment in and adjustment to their culture.

In the first day school, Scout feels so excited to go to school because she never goes to the public school before. It can be proven from the statement “I would be starting to school in a week. I never looked forward more than anything in my life.” (p.8). She already has a good impression of her first day school. In her mind, school is another place for playing with Jem. However, Jem explains Scout’s wrong mindset about school. Jem tells that school is different from home. It can be proven from the statement “At home they still can do like they always do” (p.9). Jem also tells Scout the rules that she should follow at school.

“Jem was careful to explain that during school hours I was not to bother him, I was not to approach him with requests to enact a chapter of Tarzan and the Ant Men, to embarrass him with references to his private life, or tag along behind him at recess and noon. I was to stick with the first grade and he would stick with the fifth. In short, I was to leave him alone” (pp.17-18).

Scout understands that the concept of school is a place to learn, such as reading and writing. She cannot play the usual games with Jem at school. Since
Jem has told so, Scout obeys his words and keeps being reminded that school is not a place for playing. In her mind, Scout’s definition of school is as follows.

If the remainder of the school year were as fraught with drama as the first day, perhaps it would be mildly entertaining, but the prospect of spending nine months refraining from reading and writing made me think of running away (p.31).

Scout thinks that her excellent reading and writing skills will be a plus for her at school. However, her view is far from correct. Something bad happened to Scout in her first day school. Since the first time she goes to school, she found that her school is not like she wants. Her teacher, Miss Caroline, upsets Scout by telling her that it is cannot be accepted to write and read magazines clearly in the first grade. That is because Scout can read and write very well in her age.

“Before the first morning was over, Miss Carolina Fisher, our teacher hauled me up to the front of the room and patted the palm of my hand with a ruler, then made me stand in the corner until noon. She said, “We don’t write in the first grade, we print. You won’t learn to write until you’re in the third grade” (p.18).

Scout’s first day at school is filled with discouragement from her teacher, Miss Caroline. This made Scout feels inferior instead of industry. Scout complains her disappointment towards Miss Caroline to Jem.

“Don’t worry, Scout,” Jem comforted me. “Our teacher says Miss Caroline’s introducing a new way of teaching. She learned about it in college. It’ll be in all the grades soon. You don’t have to learn much out of books that way—it’s like if you wanta learn about cows, you go milk one, see?”

“Yeah Jem, but I don’t wanta study cows, I’-”

“Sure you do. You hafta know about cows, they’re a big part of life in Maycomb County” (p.20).

Jem explains that school is a place to prepare people’s future. Although it is tiring and annoying, they have to endure it. School is the place where children
are trained for future employment in and adjustment to their culture (Papalia, Old, & Feldman, 2007). Jem says that the big parts of life can be learnt from school. Jem, in this case, encourages Scout to be industry instead of inferior by telling the concept of school.

As a child, Scout is trying to speak up her argument about school. She feels that her teacher, Miss Caroline has made her disappointed. She tells to Atticus that Miss Caroline does not like her reading very well.

“If he didn’t teach you, who did?” Miss Caroline asked good-naturally. “Somebody did. You weren’t born reading The Mobile Register.” … Miss Caroline apparently thought I was lying. “Let’s not let our imagination run away with us, dear,” she said. “Now you tell your father not to teach you anymore. It’s best to begin reading with a fresh mind. You tell him, I’ll take over from here and try to undo the damage.” (p.19).

Scout has a feeling of inferiority because Ms. Caroline blames her because of her intelligent and tells her opinion to Atticus bravely. She wants to show her self-esteem to Atticus so she does not want to come back to the school anymore.

I told Atticus I didn’t feel very well and didn’t think I’d go to school anymore if it was all right with him. “You never went to school and you do all right, so I’ll just stay home too. You can teach me like granddaddy taught you ‘n Uncle Jack (p.32).

She forces Atticus to not send her back to school because she is already disappointed with Miss Caroline. Scout begs Atticus because she has a feeling of inferiority caused by her intelligence. It can be proven from the statement “Bit by bit, I told him the day’s misfortunes. “-and she said you taught me all wrong, so we can’t ever read any more, ever. Please don’t send me back, please Sir.” (p.33).

Atticus knows well that Scout is in the stage where she needs to cope with new social and academic demands. Scout understands that school life is different
from home life. But the role of parents is needed for children to influence beliefs about competence. Children need to learn skills valued in their society. The “virtue” that develops with successful resolution of this stage of psychosocial development is competence, a view of the self as able to master skills and complete the task. Atticus wisely tells Scout that she should see a problem from a different side, not only just looking on the one side.

First of all,” he said, “if you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view—“Sir?”

“—until you climb into his skin and walk around in it” (p.33).

Atticus’s words have motivated Scout to go to school. He helps Scout in developing her high self-esteem. According to Papalia et al (2007), children with high self-esteem tend to be more willing to volunteer to help those who are less fortunate than they are, and volunteering, in turn, helps build self-esteem. Scout helps his classmate, Walter Cunningham because he does not bring his lunch to school. Miss Caroline is angry with Walter, and suddenly Scout bravely explains about The Cunningham to her teacher. As stated by Feist and Feist (2006), as children grow older, they are more aware of their own and other people’s feelings. They can better regulate their emotions and can respond to others’ emotional distress. Scout gets another new problem with Miss Caroline because she considers Walter Cunningham difficulty in lunch time.

I turned around and saw most of the town people and the entire bus delegation looking at me. Miss Caroline and I had conferred twice already, and they were looking at me in the innocent assurance that familiarity breeds understanding. I rose graciously on Walter’s behalf: “Ah—Miss Caroline?”
“What is it, Jean Louise?”
“Miss Caroline, he’s a Cunningham.”
I sat back down.
“What, Jean Louise?” (p.22)

Scout is trying to make a clear explanation about Walter as The Cunningham because she begins to be more aware of other’s feelings, in this case Walter’s. She gets the knowledge about The Cunningham from Atticus and tries to share it with Miss Caroline. Atticus said that The Cunningham is not a rich family and they do not have much money. Therefore, when someone is going to lend them money, they always refuse it since they cannot pay it back. Even, when someone helps the Cunningham, they pay the payment with food or products.

I tried again: “Walter’s one of the Cunninghams, Miss Caroline.”
“I beg your pardon, Jean Louise?”
“That’s okay, ma’am, you’ll get to know all the county folks after a while. The Cunninghams never took anything they can’t pay back—no church baskets and no scrip stamps. They never took anything off of anybody; they get along on what they have. They don’t have much, but they get along on it” (p.22).

Scout understands that helping others means helping ourselves as human being. She tries to make Miss Caroline understand clearly about the poor condition of the Cunningham. Scout is willing to help Walter who is less fortunate than her. By helping Walter, Scout thinks that she can manage her sense of inferiority towards Miss Caroline. This means that Scout successfully develops her self-esteem better.

The concept of pride has been understood by children at the school age. Children typically are aware of feeling shame and pride (Feist & Feist, 2006). Scout’s pride about her father is torn apart by people around her including his family, peer, and adult people. Papalia, Olds, and Feldman (2007) state at this age,
the social world of children is expanding beyond family to include peers, teachers, and other adult models.

First of all, Scout’s cousin namely Francis Finch does the same way like Cecil Jacobs in teasing Atticus Finch by calling his as ‘nigger lover’. It can be proven from the statement “…like Grandma says, so it ain’t your fault. I guess it ain’t your fault if Uncle Atticus is a nigger lover besides, but I’m here to tell you it certainly does mortify the rest of the family—“ (p.94). Scout’s social interaction expands with her family and peers. Scout’s big family, the Finchs, originally does not like Atticus’ action in defending Tom Robinson. In brief, the Finchs does not like to get involved with the Black’s matter. Aunt Alexandra dislikes Calpurnia and wants her to be fired from her work. It can be proven from the statement “Atticus, it’s all right to be soft-hearted, you’re an easy man, but you have a daughter to think of. A daughter who’s growing up.” (p.155). Aunt Alexandra considers that Calpurnia may give bad impacts to the development of Scout and Jem.

Secondly, Scout’s schoolmate namely Cecil Jacobs has arisen her anger. Scout fights with him because he announces in the school’s yard that Scout’s father defends a nigger. It can be proven from the statement “Cecil Jacobs made me forget. He had announced in the schoolyard the day before that Scout Finch’s daddy defended niggers.” (p.85). Cecil’s words make Scout arises her anger. She cannot accept his words about her father. It can be proven from the statement “You can just take that back, boy!” This order, given by me to Cecil Jacobs, was the beginning of a rather thin time for Jem and me. My fists were clenched and I
was ready to let fly.” (p.85). Since Scout’s self-esteem has developed well, she can stand still with Cecil Jacobs’ temptation. It is because Atticus assigns her not to have any fight with her schoolmate. Atticus also tells Scout that saying the Blacks as nigger is not polite. It can be proven from the statement “Do you defend niggers, Atticus? I asked him that evening. “Of course I do. Don’t say nigger, Scout. That’s not common.” (p.85). Scout understands that the word ‘nigger’ is not an appropriate word to call black people since it is a form of discouragement.

Thirdly, children’s social interaction deals with adult models. Scout also gets a mock from her neighbor, Mrs. Dubose who mocks that Atticus is not better than a Nigger. It can be proven from the statement “Yes, indeed, what has this world come to when a Finch goes against his raising? I’ll tell you! “Your father’s no better that the niggers and trash he works for!” (p.117). Mrs. Dubose’s words clearly show that she is a racist. She discourages Black people by calling them niggers and regards that everything related to Black is trash.

Children in this stage will develop ability to learn how things work and organize (Papalia, Olds, & Feldman, 2007). They enjoy responsibilities and confident in their ability to complete the tasks assigned. Scout develops her ability to learn how things works because she always curious about everything. Atticus gives Scout a responsibility not to have a fight with Cecil Jacobs. He does not want Scout to replay Cecil’s deed.

“You might hear some ugly talk about it at school, but do one thing for me if you will: you just hold your head high and keep those fists down. No matter what anybody says to you, don’t you let ‘em get your goat. Try fighting with your head for a change... it’s a good one, even if it does resist learning” (p.86).
Scout successfully goes away from the fight with Cecil in the school next morning because she respects her father and has a responsibility to be accomplished. She feels confident in her ability to complete Atticus’s demand.

With this in mind, I faced Cecil Jacobs in the schoolyard next day: “You gonna take that back, boy?”
“ You gotta make me first!” he yelled. “My folks said your daddy was a disgrace an’ that nigger oughta hang from the water-tank!”
I drew a bead on him, remembered what Atticus had said, then dropped my fists and walked away, “Scout’s a cow-ward!” ringing in my ears. It was the first time I ever walked away from a fight (pp.87-88).

For school-age children, their wish to know becomes strong and is tied to their basic striving for competence (Feist & Feist, 2006). Scout is always curious about everything around her environment. She asks Atticus whether he can win the case he takes care or not. She knows that her father cannot win the case of Tom Robinson. She understands that her father is showing to her that it is not a matter of Black and White, but it is matter of conscience. Scout learns that she should not to give up before the war.

“Atticus, are we going to win it?”
“No, honey.”
“Then why”
“Simply because we were licked a hundred years before we started is no reason for us not to try to win,” Atticus said (p.87).

Another Scout’s curiosity arises when she wants to know about how to differentiate races, how people belong to a certain group. Scout wants to know what the difference between The Blacks and them is. Scout tries to figure out how society divides people up into races. Based on Jem’s opinion, people is differentiated from others when they have a drop of Negro blood, so it can make people belongs to Black community.
I told you, Scout, you just hafta know who they are.”
“Well how do you know we ain’t Negroes?”
“Uncle Jack Finch says we really don’t know. He says as far as he can trace back the Finches we ain’t, but for all he knows we mighta come straight out of Ethiopia durin’ the Old Testament.”
“but around here once you have a drop of Negro blood, that makes you all black” (p.184).

Scout also sees the racism around her happened when Calpurnia takes Scout and Jem to her church, First Purchase African M.E Church. Even Scout sees that their church is used by The White to gamble on weekdays and used by The Black to worship activity on Sunday. It can be proven from the statement “...called First Purchase because it was paid for from the first earnings of freed slaves. Negroes worshiped in it on Sundays and white men gambled in it on weekdays” (p.63). The Whites’ discouragement of the Black’s church is obviously a form of racism. They do not respect the Black’s holy place.

In addition, Scout finds that the Maycomb Jail is full of the Blacks inside it. Atticus said that it is the most venerable and hideous of the county’s buildings in town. Even the jail is in the middle of the city, the jail seems alone.

The Maycomb jail was the most venerable and hideous of the county’s buildings. Atticus said it was like something Cousin Joshua St. Clair might have designed. It stood on no lonely hill, but was wedged between Tyndal’s Hardware Store and The Maycomb Tribune Office. No stranger would ever suspect that it was full of niggers (p.170).

Scout views that racism also influence’s law. It is sharply offend the black people. The fact that Maycomb jail is full of black people has proven that the Whites unfairly judge them as the criminals with bad and dangerous behavior.

Obtaining some pressures from people around the environment, Scout realizes that Atticus holds a big responsibility because of defending Tom
Robinson. The decision Atticus has made puts him to struggle for finding the best solution. Defending Tom Robinson is not an easy choice to be accepted, but Scout believes that her father do it because of his conscience. It can be proven from the statement “Atticus was leaving the Post Office when Mr. Ewell approached him, cursed him, spat on him, and threatened to kill him.” (p.248). One of some risks that must be taken by Atticus is that the threat from Mr. Ewell.

Through many problems, Scout understands what life is. Life is not a matter of Black and White only. Life is always full of question marks that sometimes she cannot answer by herself. People are too blind to see the truth. She realizes that her father sincerely helping Tom Robinson so Tom can be saved from an accusation which tells that he rapes Mayella Ewell. Scout learns the real meaning of conscience from his father. She believes that Atticus defends Tom Robinson because he loves all people without differentiate him with others.

“Scout,” said Atticus, “when summer comes you’ll have to keep your head about far worse thing... it’s not fair for you and Jem, I know that, but sometimes we have to make the best of thing, and the way we conduct ourselves when the chips are down—well, all I can say is, when you and Jem are grown, maybe you’ll look back on this with some compassion and some feeling that I didn’t let you down. This case, Tom Robinson’s case, is something that goes to the essence of a man’s conscience—Scout, I couldn’t go to church and worship God if I didn’t try to help that man” (p.120).

Scout believes that something which can change the racism situation is only the conscience. Scout understands that the conscience is the only one thing that cannot be abided by the rule.

“They’re certainly entitled to think that, and they’re entitled to full respect for their opinions,” said Atticus, “but before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience” (p.120).
The virtue that develops with successful resolution of this stage of psychosocial development is competence, a view of the self as able to master skills and complete tasks (Papalia, Olds, & Feldman, 2007). Scout successfully completes this stage so the crisis in this stage is resolved positively. She can see the problem through others’ eyes and that makes her understand the differences among others. It can be proven from the statement “Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them.” (p.321). Through her father, Scout’s competence in viewing a problem from many perspectives is well-developed.

The positive resolution of the crisis characterizing this stage does not mean that the child no longer experiences inferiority. Rather, it means that the child ego becomes strong enough to deal with the inevitable experiences of inferiority. Scout also experienced inferiority when she had a crush with Miss Caroline, but her power and competence are strong enough to go out from her inferiority. From the novel, the researcher concludes that Scout could develop her sense of industry in choosing or deciding something. The environment helps her to develop her strength in a sense of industry.

C. Factors Influencing Scout Finch’s Personality Development

There are some factors that influence Scout’s personality development. Scout successfully achieves the four stages of personality development by Erikson. The result shows that Scout has basic trust, autonomy, initiative, and
industry. The factors that influence Scout personality development consist of two aspects including family influences and peer influence.

1. Family Influences

The child’s first social environment is the home in which she or he lives. According to Papalia, Olds, and Feldman (2007), the most important influences of the family environment on children’s development come from the atmosphere within the home. The home and the family will determine her or his first attitude toward people and social activities.

a. Atticus

Atticus is a father who loves his children, Jem and Scout. He always takes the time even though he is busy working as a leading attorney in the city. He always finds time to ask Scout about the school. It can be proven from the statement “Atticus seemed to have forgotten my noontime fall from grace; he was full of questions about school. My replies were monosyllabic and he did not press me” (p.31). He also always finds his time to read something for Scout. It can be proven from the statement “Every night Atticus would read us the sports pages of the newspapers” (p.126). In the condition where Scout does not have a mother figure like another children, the figure of Atticus as a father is needed for Scout’s personality development. Asking about school’s condition makes Scout’s self-confidence is growing up day by day. This is the cornerstone for Scout not to lose figure of a father.

Atticus is much involved in the process of Scout’s personality development. His love and care for Scout speed the process. Atticus carries a
psychological power which influence and develop Scout’s personality, without Scout realizes it. With Atticus’s help, Scout can liberate her mind and open her eyes for what happened in her circumstances to be a better person who looks at problem from two different sides and to be what she is.

He is a firm father for Scout. When Scout does something wrong, he will tell the right one to her. He teaches Scout to do everything sincerely. It can be proven from the statement “There was no point in saying you was sorry if you aren’t,” said Atticus (p.120). Atticus in his effort to be a good single parent by applying a good way to educate Scout and Jem. He is a firm father without exclusion. Scout knows that her father is the same man inside or outside the house.

“He sighed, and said rape was carnal knowledge of a female by force and without consent (p.154). Atticus always tries to find the best words to explain the definition of certain words for Scout.
He always loves his children and cares about them very much. Even Atticus and Jem have crushed each other, but Atticus always pays attention to Jem. Scout can feel Atticus’s affection through his deed.

Walking toward the office, Dill and I feel into step behind Atticus and Jem. Dill was encumbered by the chai, and his pace was slower. Atticus and Jem were well ahead of us, and I assumed that Atticus was giving him hell for not going home, but I was wrong. As they passed under a streetlight, Atticus reached out and massaged Jem’s hair, his one gesture of affection (p.176).

Through this scene, Scout obviously sees the affective action that is given by Atticus to Jem. This is a kind of role model father figure showed by Atticus. Although Jem does not obey what Atticus says before and has made him upset, Atticus keeps loving his son.

He always supports his children although Scout and Jem are considered doing bad things. He knows that his children are in the stage where they still in love roaming their environment and world. It can be proven form the statement “Children who slipped out at night were a disgrace to the family. Atticus said he was right glad his disgrace had come along, but Aunty said, “nonsense” (p.178). Atticus’ mindset of honorable gentleman and lady is totally different from Aunt Alexandra’s. Sneaking out at night is still considered as no problem for Atticus as long as their children do the right thing.

Scout learns to understand the meaning of family from his father. Even Calpurnia is not their biological mother, Atticus still considers Calpurnia as the member of their family. She learns that she should thank Calpurnia for things that she has done.
I was beginning to notice a subtle change in my father these days, that came out when he talked with Aunt Alexandra. It was a quite digging in, never outright irritation. There was a faint starchiness in his voice when he said, “Anything fit to say at the table’s fit to say in front of Calpurnia. She knows what she means to this family” (p.178).

Atticus taught the children that the meaning of family is not only people having blood related. Family means anyone who shares the same problem in one roof. Although Aunt Alexandra outcasts Calpurnia as non-member of the Finchs, Scout still can learn some lesson from what Atticus says on the table in the dining room.

Behind of Scout’s innocence, she always ends up with the question. She asks Atticus whether he is a nigger-lover or not. She wants to make sure that Atticus is not a nigger-lover. But Atticus always teaches Scout to love everyone.

“You aren’t a nigger-lover, then, are you?”
“I certainly am. I do my best to love everybody... I’m hard put, sometimes – baby, it’s never an insult to be called what somebody think is a bad name. It just shows you how poor that person is, it doesn’t hurt you” (p.124).

Atticus also motivates his children to be a person who appreciate the differences among others. He teaches Scout to love everyone without see their difference.

“Scout,” said Atticus, “nigger-lover is just one of those terms that don’t mean anything – like snot-nose. It’s hard to explain – ignorant, trashy people use it when they think somebody’s favoring Negroes over and above themselves. It’s slipped into usage with some people like ourselves, when they want a common, ugly term to label somebody” (p.124).

In this situation, Scout is taught by Atticus that the concept of nigger-lover is nothing to do with differentiating other people. It is just a meaningless word.

In a brief, Atticus plays an important role in shaping Scout’s personality development. Parents are regarded as the most influential figures in the personality development of a child (Papalia, Olds, & Feldman, 2007). Scout
learns so many lessons dealing with real life from Atticus. Because of Atticus’ influence, Scout can reach the four stages personality development by Erikson.

b. Jem

Another factor that influences Scout’s personality development is Jem, her brother. Jem is a brother who has a firm stance as a man. Jem feels guilty for having entered into the house of Mr. Radley without the host’s permission. Due to some incident, Jem forcibly leaves his pants in Mr. Radley's backyard. This makes Jem is responsible for take care of his belongings. From this situation, Scout learns that she should be responsible for things she did.

Jem also teaches Scout not to eat something that does not belong to her. Scout in her curiosity eats a chewing gum that she finds in the knothole of Boo Radley’s Oak tree. Jem tries to protect Scout from the danger around the environment. He knows that Scout is a stubborn sister. He gets angry with her when she eats the gum that she finds in the knothole of Radley’s Oak tree. Nevertheless, he does it because he loves and cares about Scout. He has a big responsibility in protecting his sister’s safety. It can be proven from the statement “That yard’s a mighty long place for little girls to cross at night,” Jem teased. “Ain’t you scared of haints?” (p.292). He knows well that Scout needs him as a protector even though Scout does not really show that she needs him. Scout understands that her brother loves her so much.

“Don’t eat things you find, Scout.”
“This wasn’t on the ground, it was in a tree.” Jem growled.
“Well it was, I said. “It was sticking in that tree yonder, the one comin’ from school.”
“Spit it out right now!” (p.37).
Jem is a Scout’s elder brother who acts as a protector and a mentor for Scout when their father is not present. He protects his sister when they meet Mrs. Dubose. Mrs. Dubose mocks Scout by calling her as a dirty person. It can be proven from the statement “So you brought that dirty little sister, did you?” was her greeting. Jem said quietly, “My sister ain’t dirty and I ain’t scared of you,” although I noticed his knees shaking” (p.122). Although Jem feels threatened, he still shows to Scout that he stands beside her. Jem defends Scout from Mrs. Dubose.

Jem has a respect for all living creatures, a belief Atticus has instilled in him. Atticus is a firm believer in not killing the animal unless absolutely necessary and Jem develops this quality in himself. Scout learns that to kill a mockingbird that does nothing but helps and pleases people is not acceptable. She sees that his brother could kill the Bluejays because they are pest and even though Atticus does not like killing animals, he allows Jem to shoot at the Bluejays, but Jem does not kill them. It can be proven from the statement “When Jem and Scout receive air flies, Atticus tells Jem “Shoot all the Bluejays you want, if you can hit them, but remember it’s a sin to kill a mockingbird” (p.103). Scout learns that to kill a mockingbird is a sin because a mockingbird sings for everyone instead of doing bad things to people.

“Mockingbirds don’t do one thing but make music for us to enjoy. They don’t eat up people’s gardens, don’t nest in corncribs, they don’t do one thing but sing their hearts out for us. That’s why it’s a sin to kill a mockingbird” (p.103).
From this situation, Scout learns that Jem has a kind-hearted mind. He loves small and helpless the creature around them. Although Jem has an opportunity to kill the mockingbird, he does not do it because he knows it is not a right deed.

c. Calpurnia

The next factor influencing Scout’s personality development is her black housekeeper, Calpurnia. Since Scout never meets his mother, she has Calpurnia as her substitute for a mother figure in Scout’s childhood. Calpurnia loves Scout like her own daughter. She made a surprise for Scout by making crackling bread, Scout’s favorite bread. She kisses Scout without regret. She knows that Scout dislikes her because the way how she shows her affection is really different from Atticus. Yet, she never gives up in loving Scout.

“Shut your eyes and open your mouth and I’ll give you a surprise,” she said. It was not often that she made crackling bread, she said she never had time, but with both of us at school today had been an easy one for her. She knew I loved crackling bread.

“I missed you today,” she said. “The house got so lonesome ‘long about two o’clock I had to turn on the radio.”

“Why? Jem’n me ain’t ever in the house unless it’s rainin’.”

“I know,” she said, “But one of you’s always in callin’ distance. I wonder how much of the day I spend just callin’ after you. Well,” she said, getting up from the kitchen chair, “it’s enough time to make a pan of cracklin’ bread, I reckon. You run along now and let me get supper on the table.”

Calpurnia bent down and kissed me. I ran along, wondering what had come over her (p.32).

Calpurnia is a black housekeeper who is hired by Atticus after his wife died. She is a very good person in educating Atticus’s children. Sometimes, Calpurnia can be firmer in facing Scout and Jem than Atticus. She also takes care of Scout and Jem by preparing their needs.

Next morning she began earlier than usual, to “go over our clothes.” When Calpurnia stayed overnight with us she slept on a folding cot in the
kitchen; that morning it was covered with our Sunday habiliments. She had put so much starch in my dress it came up like a tent when I sat down. She made me wear a petticoat and she wrapped a pink sash tightly around my waist. She went over my patent-leather shoes with a cold biscuit until she saw her face in them (p.134).

The irony is that Atticus’ sister, Aunt Alexandra never gets impressed with what Calpurnia has done for the Finchs. Even, Aunt Alexandra asks Atticus to fire her just because she is Black. Fortunately, Atticus is a wise person who always looks at every problem objectively. He tells his sister that he appreciates all things Calpurnia has done to his family.

Atticus’s voice was even: “Alexandra, Calpurnia’s not leaving this house until she wants to. You may think otherwise, but I couldn’t have got along without her all these years. She’s a faithful member of this family and you’ll simply have to accept things the way they are. Besides, sister, I don’t want you working your head off to us - you’ve no reason to do that. We still need Cal as much as we ever did” (p.155).

Calpurnia always does the best in taking care of Scout and Jem. She wants to make everyone believe that she can become the best housekeeper in Atticus’s house. It can be proven from the statement “I don’t want anybody sayin’ I don’t look after my children.” (p.134). Scout knows that Atticus defends Calpurnia without any reasons. He defends Calpurnia because she acts like a mother figure for Scout and Jem by telling stories and teaching them with her knowledge.

“Besides, I don’t think the children’ve suffered one bit from her having brought them up. If anything, she’s been harder on them in some ways than a mother would have been... she’s never let them get away with anything, she’s never indulged them the way most colored nurses do. She tried to bring them up according to her lights, and Cal’s light are pretty good – another thing, the children love her” (p.155).

Scout does want to show that actually she really needs Calpurnia as a mother figure. She is just too shy to admit that she needs her. But as time goes by,
she really needs Calpurnia to be her mother figure. She tells her problems to Calpurnia. It can be proven from the statement “After one altercation when Jem hollered, “It’s time you started bein’ a girl and acting right! I burst into tears and fled to Calpurnia.” (p.131). Calpurnia always acts as a mother in every situation. She protects Scout and Jem in a bad condition when they come to Calpurnia’s church. Calpurnia bravely fights against Lula, who wants to chase them away from the church.

I felt Calpurnia’s hand dig into my shoulder. “What you want, Lula?” she asked, in tones I had never heard her use. She spoke quietly, contemptuously. “I want to know why you bringin’ white chillun to nigger church” (p.135).

Calpurnia has a big influence on the Scout’s beliefs on equality. Scout has no mother that she can clearly remember. In addition, Atticus works from early in the morning to dinner time. As a result, Scout needs attention from adult and only Calpurnia can give it meanwhile her father is not around. Calpurnia’s words have influenced Scout’s thought about equality. Even they have a different tone skin, they have the same God. It can be proven from the statement “You ain’t got no business bringin’ white chillun here – they got their church, we got our’n. It is our church, aint’t it, Miss Cal?” Calpurnia said, “It’s the same God, aint’t it?” (p.136)

At the beginning of the novel Scout dislikes Calpurnia because of her strictness. But as the book progresses she begins to appreciate how grateful she should be for a great housekeeper as well as a great mother figure.

2. Peer Influence

The second aspect influencing children’s personality development is peer influence. Children get benefits from doing things with peers. According to
Papalia, Olds, and Feldman (2007), children develop skills needed for sociability and intimacy, they enhance relationships, and they gain a sense of belonging. They are motivated to achieve, and they attain a sense of identity. They learn leadership and communication skills, cooperation, roles, and rules. The peer who influences Scout’s personality development is Charles Baker Harris (Dill).

a. Charles Baker Harris

Charles Baker Harris or Dill is a friend of Jem and Scout. He is about Scout's age. Scout learns from Dill that people are living in this world to make others happy. She knows that this world needs someone like his best friend, Dill. Dill does want to be someone special. He just wants to be a clown, because he does not do anything except making others happy and laugh.

“I think I’ll be a clown when I get grown,” said Dill. Jem and I stopped in our tracks.
“Yes sir, a clown,” he said. “There ain’t one thing in this world I can do about folks except laugh, so I’m gonna join the circus and laugh my head off” (p.247).

Dill realizes that he does not have any opportunity to fight against racism in Maycomb County but entertains all people around him by becoming a clown. He thinks that by being a clown it will at least make other people feel happy.

Dill is a kid without a father who befriends with Jem and Scout. On the day Dill came to the Maycomb Court, he was crying because he saw Tom Robinson was treated unfairly by the people. Dill and Scout attended the court to see Atticus and Tom Robinson. They found that the real mockingbird is really hated by the people and treated very unfairly.
For some reason Dill had started crying and couldn’t stop; quietly at first, then his sobs were heard by several people in the balcony.

“It was just him I couldn’t stand,” Dill said.

“Who Tom?”

“That old Mr. Gilmer doin’ him that away, talking so hateful to him."

“Well, Dill, after all he’s just a Negro.”

“I don’t care one speck. It ain’t right, somehow it ain’t right to do ‘em that way. Hasn’t anybody got any business talkin’ like that – it just makes me sick!” (p.226).

Scout sees that Dill is vomiting and crying while they are watching Tom Robinson. Scout knows that Dill feels disturbed, but the adults do not have a feeling of empathic. Scout understands that children still have the empathic feeling like what Dill feels. She believes that children are actually innocent and expressive. They can express their feeling sincerely and when they know something that is not right happens, they cry. From Dill, Scout sees that children actually still have their conscience.

Dill teaches Scout to be more adventurous, open minded, and less afraid of Boo Radley. Before Dill came, Scout and Jem should walk the long way around Radley’s house. After Dill’s influence, they learn so many new things, become unafraid of Boo and have a very close relationship with him in the end.

But by the end of August our repertoire was vapid from countless reproductions, and it was then that Dill gave us the idea of making Boo Radley come out. The Radley Place fascinated Dill. In spite of our warnings and explanations it drew him as the moon draws water, but drew him no nearer than the light-pole on the corner, a safe distance from the Radley gate (p.9).

Dill also teaches Scout that Boo Radley is not a bad person. The only reason Scout and Jem think that Boo is such a bad person is because of the people’s saying in the town. The people of Maycomb County only hear what they
want to hear. After noticing how nice Boo is, Scout realized that she should not judge people because of what others say.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. The first section presents the conclusion of the whole analysis of the formulated problem and the second one is the suggestion. The conclusions present the answer of problem formulation. The second part is the suggestion. This part contains of suggestion for future researcher and suggestion for teaching prose.

A. Conclusions

From the analysis, the researcher finds the answer of the problem formulated in the first chapter. The only one problem is how Scout’s personality development is revealed in Lee’s *To Kill a Mockingbird*. To answer the problem formulation, the researcher applied library study.

From the application of Murphy’s (1972) theory of characterization, the researcher finds that there are seven characteristics of Scout. They are tomboy, respectful, high-tempered, tough, intelligent, persistent, and curious.

By applying Erikson’s theory of personality development, the researcher concludes that Scout successfully passes the first four psychosocial stages. Scout can pass the first stage with the sense of truth in herself. In the second stage, Scout successfully develops her autonomy on expressing her opinion. She develops more autonomy than shame and doubt feeling during the stage. On the third stage, the crisis resolved positively because Scout leaves the stage with a healthy sense
of initiative. She develops her sense of initiative in choosing or deciding something. On the last stage, Scout successfully passes this stage because she develops her sense of industry very well. She can develop her self-esteem around her environment. She also can assimilate with her environment well.

By applying Papalia, Olds, and Feldman’s (2007) theory of factors that influence children’s personality, the researcher draws a conclusion that there are two factors that have a big influence on children’s personality. They consist of family influences and peer influences. Those two factors become the most important things for children in developing their personality. The first family influence consists of Atticus, Jem, and Calipurnia. Due to Atticus’s decision to take Tom Robinson’s case, Scout realizes that she may not be a racist. Scout understands that Tom Robinson is a human being just like everyone else. He is being prosecuted for something he has not done and Scout knows that it is not right. Atticus teaches Scout that no one can judge others until she puts herself in others’ shoes.

Jem also influences Scout to be responsible for what he has done. Jem is responsible for his belongings, so he should find things that belong to him. He is also responsible for Scout’s safety. Scout is a stubborn sister, so he should be firm with her. From Jem, Scout learns that killing a mockingbird is a sin because a mockingbird does not do bad things to people; even it will sing for everyone. She understands that a mockingbird is a parable for Tom Robinson.

Atticus and Calipurnia have influenced Scout in understanding the meaning of equality and human kindness. Atticus is always kind to others, even
when he is put in a difficult situation. By defending Tom Robinson, Atticus wants to show his children and his communities that he believes Tom Robinson is an innocent person. He shows that he still defends him even though he is black, and it is against the beliefs of most people in the town to defend a black person. This is an evidence of equality that Atticus believes in.

Scout's sense of human equality is due to the influence of both Atticus and Calpurnia. Living with someone with a different race in their house allows the children to gain an understanding of respect and tolerance for colored people. However, this would not have been possible if Atticus does not share the same beliefs, making him as a big influence. If Atticus does not believe someone of the black race is capable of taking care of his children, he will not have hired Calpurnia and the children will have grown up a different way.

Dill also influences Scout to be brave and adventurous. Scout’s adventure starts when Dill comes to her life. Dill also helps Scout to reach her maturity when they are in the Maycomb County. Scout understands that the children still have an empathic feeling like what Dill feels. She believes that children are actually innocent and expressive.

Based on the analysis result, the researcher learns two important lessons. First, the researcher cares with the idea of “People are people”, regardless of race or social race. Life is not about black and white. Race is just a matter of term; we should not use that term to make a gap among people. Second, we have to follow our conscience, regardless of what others believe. Atticus’ action in defending Tom Robinson influences Scout’s perspective of courage. Based on this case, the
researcher learns that we should not give up on something although we know we are not going to win it.

B. Suggestions

In this part, there are two points that will be presented. The first point presents the suggestions for the future researchers. The second point states the suggestions for teaching prose by using literary works, especially a novel.

1. Suggestions for Future Researchers

_To Kill a Mockingbird_ is the social drama novel which is very interesting. It portrays life experiences of a family and also racialism in Maycomb County, Alabama. The conflicts and incidents give the readers some messages about child development, human relationship, and racialism. Therefore, after reading the novel, the readers can get beneficial values from it.

As this study uses the psychological approach to analyze the development of Scout’s personality, the future researchers can use another approach to analyze other aspects of the novel. This novel is about Tom Robinson, who is accused of raping a white girl. Here, the future researchers can analyze the aspect at that time using the socio-cultural historical approach. Another interesting aspect in this novel is that the story of the novel was inspired by the writer’s childhood in rural Alabama where racism was still in the air. Thus, the researcher suggests that the future researchers analyze the relation of the writer’s personal life with the story of the novel using the biographical approach.
2. Suggestion for Teaching Prose

A literary work, a novel in this case, does not only give pleasure and enjoyment to its readers, but also moral values which can be obtained from the novel. Moreover, it can also be used as a source of knowledge. Teachers may use it as a material subject for students’ learning process. In English Department of Sanata Dharma University, this novel fits as the source of knowledge in Prose. In this subject matter, students can analyze the novel to find out the moral values. In addition, they students can also analyze the characters involved in the novel and also the setting and plot of the novel.

The implication of this study is developing the Ignatian pedagogies including 3C (Competence, Conscience, and Compassion). The students can open their knowledge about historical matter about racism in America. In this case, it describes the “competence” that can be applied in teaching the students. They can develop their critical thinking through this study as the source of knowledge. This study can also develop the students’ conscience in which they can grow their social awareness about the racial problems in their environment. Lastly, to develop student’s compassion, they can reflect on this study to build up their empathy toward the society with the racial problems.
REFERENCES


**APPENDIX 1**
To Kill a Mockingbird Synopsis

By Harper Lee (1960)

This novel is about Scout Finch who lives with her brother, Jem, and their widowed father, Atticus, in the sleepy Alabama town of Maycomb. Maycomb is suffering through the Great Depression, but Atticus is a prominent lawyer and the Finch family is reasonably well off in comparison to the rest of society. One summer, Jem and Scout befriend a boy named Dill, who has come to live in their neighborhood for the summer, and the trio acts out stories together. Eventually, Dill becomes fascinated with the spooky house on their street called Radley Place. The house is owned by Mr. Nathan Radley, whose son, Arthur Radley (nicknamed Boo), has lived there for years without venturing outside.

Scout goes to school for the first time that fall and detest it. She and Jem find gifts apparently left for them in a knothole of a tree on the Radley property. Dill returns the following summer, and he, Scout, and Jem begin to act out the story of Boo Radley. Atticus puts a stop to their antics, urging the children to try to see life from another person’s perspective before making judgments. But, on Dill’s last night in Maycomb for the summer, the three sneak onto the Radley property, where Nathan Radley shoots at them. Jem loses his pants in the ensuing escape. When he returns for them, he finds them mended and hung over the fence.

The next winter, Jem and Scout find more presents in the tree, presumably left by the mysterious Boo. Nathan Radley eventually plugs the knothole with cement. Shortly thereafter, a fire breaks out another neighbor’s house and during
the fire someone slips a blanket on Scout’s shoulders as she watches the blaze. Convinced that Boo did it, Jem tells Atticus about the mended pants and the presents.

To the consternation of Maycomb racist white community, Atticus agrees to defend a black man named Tom Robinson, who has been accused of raping a white woman named Mayella Ewell. Because of Atticus’s decision, Jem and Scout are subjected to abuse from other children, even when they celebrate Christmas at the family compound on Finch’s landing. Calipurnia, the Finches’ black cook, takes them to the local black church, where the warm and close-knit community largely embraces the children.

Atticus’ sister, Alexandra Finch, comes to live with the Finches the next summer. Dill, who is supposed to live with his “new father” in another town, runs away and come back to Maycomb. Tom Robinson’s trial begins, and when the accused man is placed in the local jail, a mob gathers to lynch him. Atticus faces the mob down the night before the trial. Jem and Scout, who have sneaked out of the house, soon join him. Scout recognizes one of the men, and her polite questioning about his son shames him into dispersing the mob.

At the trial itself, the children sit in the colored balcony with town’s black citizens. Atticus provides clear evidence that the accusers, Mayella Ewell and her father, Bob, are lying: in fact, Mayella propositioned Tom Robinson, was caught by her father, and then accused Tom of rape to cover her shame and guilt. Atticus provides impressive evidence that the marks on Mayella’s face are from wounds that her father inflicted; upon discovering her with Tom, he called her a whore.
and beat her. Yet, despite the significant evidence pointing to Tom’s innocence, the all-white jury convicts him. The innocent Tom later tries to escape from prison and is shot to death. In the aftermath of trial, Jem’s faith in justice is badly shaken, and he lapses into despondency and doubt.

Despite the verdict, Bob Ewell feels that Atticus and the judge have made a fool out of him, and he vows to revenge on him. He menaces Tom Robinson’s widow, tries to break into judge’s house, and finally attacks Jem and Scout as they walk home from a Halloween party. Boo Radley intervenes, however, saving the children and stabbing Ewell fatally during the struggle. Boo carries the wounded Jem back to Atticus’ house, where the sheriff, in order to protect Boo, insists that Ewell tripped over a tree roots and fell on his own knife. After sitting with Scout for a while, Boo disappears once more into the Radley’s house.

Later, Scout feels as though she can finally imagine what life is like for Boo. He has become a human being to her at last. With this realization, Scout embraces her father’s advice to practice sympathy and understanding and demonstrates that her experiences with hatred and prejudice will not sully her faith in human goodness.
APPENDIX 2

TO KILL A MOCKINGBIRD COVER