

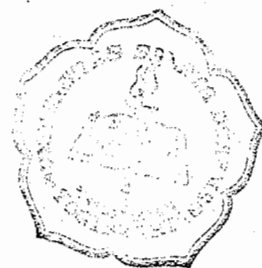
A PRELIMINARY STUDY OF STUDENTS' ERRORS IN LEARNING GERUNDS



A Thesis
Presented to the Department of English
Language and Literature
Faculty of Arts and Letters
SANATA DHARMA
Teachers' Training Institute

A Partial Fulfillment of
the Requirements for
the Degree of
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(S 1)

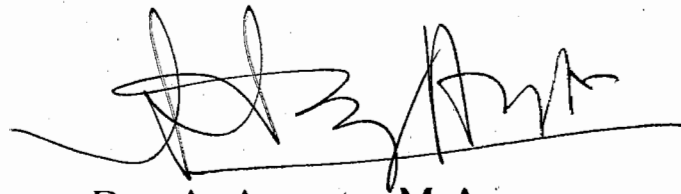
by :
Wuri Soedjatmiko



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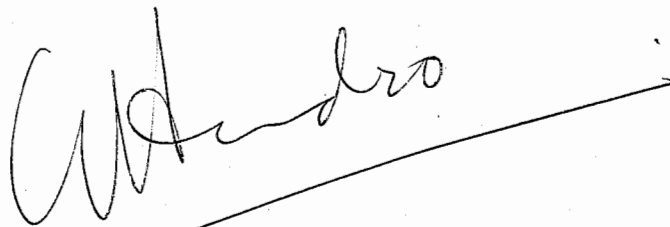
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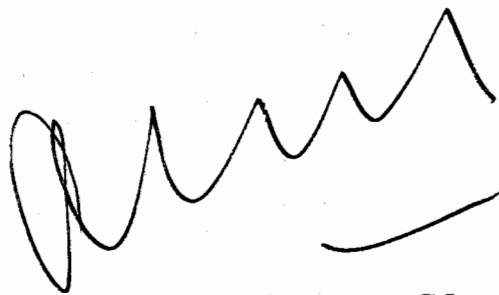


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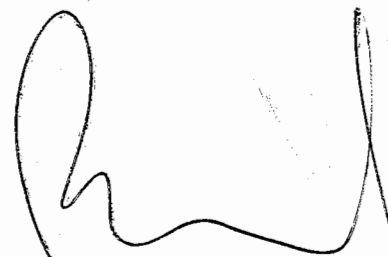


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FOREWORD

This thesis reports the result of a study conducted by me on SMA students' errors in using gerunds. As far as I know, little attention has been paid to the learning of the gerund. Many teachers think that students will grasp the concept of gerunds automatically and use them with ease after they get some explanation from the teacher. This is because gerunds look simply as the -ing form of an English verb. Furthermore, discussions and articles on the teaching of grammar talk mostly about the teaching of tenses, conditionals, word building, prepositions, word order and others except gerunds.

I hope this study will be able to present to the English Department of IKIP Sanata Dharma a well-researched view of students' problem with the gerunds. And I also hope that the suggestions I made are not of no avail.

Yogyakarta, January 15, 1982



Wuri Soedjatmiko

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I would like to express my sincere and cordial gratitude to Drs. A. Aryanto, M.A., who has guided me patiently and liberally in the process of accomplishing this thesis. He has given me every opportunity to be creative, so that any errors that may have crept up into this work will be my responsibility.

I would also like, sincerely and cordially, to thank Drs. W.J. Hendrowarsito, who as co-reader of this thesis has helped make it as perfectly and as humanly as possible. Of course, any flaw left herein must be attributed to me.

I should also thank the principals and English teachers of SMA Kristen Pirngadi and SMA Katolik Stella Maris--both in Surabaya--who have helped me provide subjects for my study.

And the last, but not the least, I would also show my thankfulness to my husband and children. Their love and support have been a great help to me and my studying here at the English Department of IKIP Sanata Dharma, Yogyakarta.

Wuri

Wuri Soedjatmiko

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CHAPTER I

INTRODUCTION

I.1 Statement of the Problem

This study is interested in finding out whether or not the learning of "gerunds" has been a burden to SMA¹ students in learning English as stated in the curriculum, i.e., the "Kurikulum SMA 1975."

It seems that teachers of English as a Foreign Language (abbreviated EFL) do not think that "gerunds" are difficult for EFL students. As far as she knows, there have never been discussions or articles concerning students' problem in this area.

I.2 Significance of the Study

If the conclusions of the study prove that students do not have difficulties in studying the gerund, no suggestions are necessary to be made to improve the learning of gerunds at SMA. On the other hand, if the results indicate that students experience problems with gerunds, the writer of this paper intends to contribute--how little and inadequate--some suggestions to overcome the errors.

I.3 Limitation of the Problem

This study is limited to the teaching of gerunds to SMA students. It is necessary to make this limitation,

¹SMA refers to Sekolah Menengah Atas, i.e., the Senior High School. The Junior High School is Sekolah Menengah Pertama, abbreviated SMP.

since teaching and/or learning objectives are unique to the type of institution.

This study is, also, limited to finding out students' problems in learning gerunds as stated in the "Kurikulum SMA 1975," and as found in SMA final examinations and "Proyek Perintis IV" entrance tests.

I.4 Fundamental Assumptions

In conducting this study, some assumptions are made. They are as follows:

- I.4.1 It is assumed that the sample of the study is enough in quantity and quality to represent the population.
- I.4.2 It is assumed that there is no mistake concerning the teaching strategy. To neutralize the effects, the test used to assess the students' mastery of the gerund is randomly tested to third-year SMA students. This assumption is made because of the restricted period of time to conduct the study.

I.5 Hypothesis

For the purpose of this study, the following hypothesis is made.

It is hypothesized that SMA students do not have difficulty in learning gerunds. In more operational terms it is expected that more than 40% of the sample correctly answer at least 75% of the number of the items. (Kurikulum SMA 1975, Buku III B).

I.5 Arrangement of Contents of the Paper

Chapter two, dealing with related literature, is basic to any subsequent analysis. "A teacher should know all three approaches if he is to teach grammar well," said H.A. Gleason, Jr. By the three approaches, he meant the traditional grammar,

the structural grammar, and the generative-transformational grammar.²

This chapter also talks about the definition, the use and the function of gerunds in a sentence. The material is taken from Thomson and Martinet's "A Practical English Grammar" which has an extended and detailed explanation of the use and function of the gerund. The citing of this extended explanation of gerunds is not meant to be given to SMA students. The writer only wants to show how complicated gerunds could be and, therefore, she suggests that teachers be selective in choosing the material to teach.

This chapter also concerns the theory of error analysis. If suggestions are needed, they are made based on this theory.

Chapter three deals with the research methodology: the sample, the population, and the instrument of the study.

Chapter four concerns the analysis and interpretation of data. In this chapter, the analysis of data shows whether the hypothesis is rejected or accepted. The interpretation of data analyzes the type of difficulty, if any. The analysis and suggestions are made based on the theory of error analysis.

Chapter five is an example of the lesson unit plan. The material stated in that lesson plan is a suggestion from the writer.

Chapter six is the conclusion and summary of the study.

²Wayne Harsh, "Three Approaches: Traditional Grammar, Descriptive Linguistics, Generative Grammar," English Teaching Forum, Vol. XIII, Nos. 1 & 2, 1975, p.3.

CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 The Teaching of Grammar

There have been controversies about the necessity of teaching the grammar of a language. The Oral Method, for example, objects to any preliminary book-work and the study of grammar. Its principle is as follows:¹

Go among the natives, mix with them, listen to them, accustom yourself to hearing the language as spoken in everyday conversation, force yourself to understand the gist of what people say, imitate them, train yourself to retain by your auditory memory alone what you hear: words, word-groups, and sentences, take every opportunity of using such units; make no systematic study of the grammar, make no written notes, perform no conscious analysis; in short pick up the language as you did your mother tongue.

However, there are the traditional grammar, the structural grammar and the generative-transformational grammar. Each of these three approaches should be familiar to every EFL teacher.

II.1.1 Traditional Grammar

In the eighteenth century, Latin and Greek were believed to be the only ideal languages. Other than those two were considered vulgar, or barbaric. Therefore, traditional grammarians also insist on teaching English using a Latin- and Greek-based grammar: a collection of

¹Harold E. Palmer, The Oral Methods of Teaching Languages. Cambridge: W. Heffer & Sons, Ltd., 1955. p.1.

rules and grammatical terms.² The elements of a sentence, for example, are divided into eight classes. They are as follows:

- 1) noun
- 2) pronoun
- 3) verb
- 4) adjective
- 5) adverb
- 6) preposition
- 7) conjunction
- 8) interjection.

Historically,³ Plato divided the parts of speech into (1) onoma (noun); and (2) rhema (verb). Aristoteles made them into three: anomata, rhemata, and syndesmos (conjunction). Dyonisius Thrax, a philologist of Alexandria, classified it into eight as follows:

- 1) Onoma (noun)
- 2) Rhema (verb)
- 3) Methoche (participle)
- 4) Arthron (article)
- 5) Antonymia (pronoun)
- 6) Prothesis (preposition)
- 7) Epirrhema (adverb)
- 8) Syndesmos (conjunction).

²Ann Cochran, Modern Methods of Teaching English as a Foreign Language. Mimeographed for students of IKIP Surabaya. p.24f.

³Syaf E. Sulaiman, Pengantar Linguistik: Jilid I. Mimeographed for students of IKIP Sanata Dharma, Yogyakarta. p.14.

European languages usually have ten word classes.

They are as follows:⁴

- 1) noun
- 2) pronoun
- 3) verb
- 4) adjective
- 5) numeral
- 6) adverb
- 7) conjunction
- 8) preposition
- 9) article
- 10) interjection.

The definitions of these words are made unsystematically.

Some are made according to meaning, some to function, or both meaning and function. For example:⁵

- a) a noun names a person, place, thing, concept, action (defined according to meaning);
- b) a noun, or substantive, serves in the following syntactic functions: subject, object of a transitive verb, subjective complement of a linking verb, indirect object, objective complement, object of a preposition, appositive, noun of direct address (a definition according to function);
- c) interjection expresses someone's feeling and intention at the same time (a notional definition).⁶

⁴Gorys Keraf, Tatabahasa Indonesia: untuk Sekolah Lanjutan Atas. Ende: Nusa Indah, 1980. p. 61 ff.

⁵Wayne Harsh, "Three Approaches: Traditional Grammar, Descriptive Linguistics, Generative Grammar," English Teaching Forum Vol. XIII Nos. 1 & 2, 1975; p.3 ff.

⁶Keraf, op.cit. p.82.

Syntactic structures larger than words are defined according to meaning, and according to the intention of the speaker. These definitions are sometimes circular. For example:⁷

- i. a sentence is a group of words expressing a complete thought and possessing a subject and a predicate. E.g. Sunaryo works in a garage. is a sentence, because (a) it consists of a group of words; (b) the group of words as a unity builds a complete thought; and (c) the words consist of a subject (Sunaryo) and a predicate (works in a garage);
- ii. a subject is "that of which something is said." E.g. Ali is sick. Something is said of Ali. Ali is, therefore, the subject of the sentence.
- iii. the predicate is "that which is said of the subject." E.g. Ali is sick. The predicate is is sick, since this is said of Ali, the subject.
- iv. a clause is "a group of words which contains a subject and a predicate." E.g. When he went there is a clause, since it has a subject "he" and a predicate "went there." But, it does not express a complete thought. It is only a part of When he went there, he found many things had changed, for example. The latter is a sentence, because it has a complete thought in it.

Examples of definitions according to the intention of the speaker are as follows:

- i. declarative, e.g. Mary works in a supermarket;
- ii. interrogative, e.g. Does Mary work in a supermarket?

⁷Harsh, op.cit., p.3f.

iii. imperative, e.g. Work in a supermarket!

iv. exclamatory, e.g. Oh! Jesus Christ! Hurrah!

Students of EFL who acquire language using traditional methods are supposed to succeed more in the written domain. Besides, the spoken language they use is the school-English.⁸

II.1.2 Structural Grammar

Structuralists attempt to "teach grammar" through stimulating habit formation on the part of the student. Students are provided a number of base sentences that should be imitated to get accustomed to the intonation pattern, and memorized so that they are able to express them automatically. New sentences are gained through substitution drills. No discussions of rules and grammatical terms are allowed. But it does not say that structuralists reject grammar at all. Thoroughly explained grammar books are written by Zandvoort, Thomson & Martinet, Stannard W. Allen, Hornby and others. These books are recommended for manual only and are not encouraged to be discussed in class. This modern grammar, as distinguished from the traditional grammar, uses patterns unique to English: the number of inflected forms are relatively small. Meaning is indicated using four devices:

- (1) word form: noun, verb, adjective, adverb;
- (2) function words: are "words that have little or no meaning apart from the grammatical idea they express,"⁹ such as, prepositions, auxiliaries, noun determiners (a, the, my, ours), sentence connectors (however, nevertheless), co-ordinators

⁸The term school -English is used to refer the formal English as it is taught in school grammar.

⁹C.C. Fries, American English Grammar as cited by Wayne Harsh, op.cit., p.5.

(and, but, or), sub-ordinators (when, while, since);

(3) word order: "The dog bit the boy," for example, means entirely different from "The boy bit the dog."

(4) intonation pattern: meaningful stress (REcord, noun; reCORD, verb); pitch (statement, question, anger, command, curiosity); juncture (I scream and ice cream).

The principles of structuralism can be abstracted into five slogans. They are:¹⁰

"Language is speech, not writing."

"A Language is a set of habits."

"Teach the language, not about the language."

"A language is what its native speakers say, not what someone thinks they ought to say."

"Languages are different."

II.1.3. Generative Grammar

This grammar is popularly known as the generative-transformational grammar and is considered the newest--but not the only--approach to language study. Some institutions still insist on using the structural grammar.

The term generative refers to the providing of a "rule of substitutions" that enables a person to produce new well-formed sentences from a given structural pattern. The term transformational refers to a rule that enables a person to change a sentence from its simple, active,

¹⁰ Wilga M. Rivers, Teaching Foreign-Language Skills. Chicago: The University of Chicago Press, 1970. p.37.

declarative form (e.g. The girl sells flowers) into a more complicated form, such as, interrogative, imperative, or a sentence containing one or more included clause (e.g. The girl who sells flowers is my neighbor). In short, language is based on a system of rules: an infinite number of sentences can be produced from a finite set of rules.

Noam Chomsky, the initiator of this grammar defines it as follows:¹¹

I will use the term "generative grammar" to refer to a theory of language in the sense described above-- that is, a system of rules that determines the deep and surface structures of the language in question, the relation between them, the semantic interpretation of the deep structures and the phonetic interpretation of the surface structures. The generative grammar of a language, then, is a system of rules which establishes the relation between sound and meaning in this language.

If a person speaks, or listens to, a sentence, he uses syntactical, semantic and phonological components. The first two belong to the underlying, or deep, structure and the latter belongs to the surface structure. Even though he does not express the syntactical and semantic components explicitly in the surface structure, he has them--the syntactical and semantic components, or the deep structure--in his mind at the time he produces, or analyzes, the surface structure.

The simple, active and declarative sentence is called the basic, or kernel, sentence. Using mathematic formulas, this kernel sentence can be analyzed as follows:

(1) . . . S $\longrightarrow$ NP + VP

(2) . . . NP $\longrightarrow$ $\left\{ \begin{array}{l} \text{Det N} \\ \text{Prop N} \\ \text{Pronoun} \end{array} \right\}$

¹¹Noam Chomsky, "The Current Scene in Linguistics: Present Directions," English Teaching Forum (March-May 1967) as cited by Wayne Harsh, op.cit., p.8.

(3) . . . VP $\longrightarrow$ VB + NP

where:

S = sentence

NP = Noun Phrase

VP = Verb Phrase

Det N = Determiner plus the noun (the boy; a man, my friend)

Prop N = Proper Noun (John, Sally)

Pronoun (he, she, they...)

VB = Verb

The advantage of analyzing sentences using kernel sentences is shown in these sentences:

(4) . . . He is eager to please.

(5) . . . He is easy to please.

Sentences (4) and (5) have the same pattern but different concept, because sentence (4) has the following kernel sentences:

(4a) . . . He is eager.

(4b) . . . He pleases someone.

Whereas, sentence (5) has these kernel sentences:

(5a) . . . He is easy.

(5b) . . . Someone pleases him.

The other famous example that Chomsky uses to show the power of this grammar is:

(6) . . . The shooting of the hunters

which has two entirely different underlying sentences as follows:

(6a) . . . The hunters shoot

(6b) . . . They shoot the hunters.

Generative grammar distinguishes competence from performance. The competence of a speaker is his knowledge

about the system of a certain language. His performance is his ability in using that language. Therefore, a person who is competent, or knows the system of a language well, is not unlikely to make mistakes in his performance because of tiredness or lack of concentration.

In analyzing syntactical structure, this grammar utilizes some techniques and terminology of traditional and structural grammar.¹²

II.2 The Grammar of Gerunds

The English gerund is defined as the -ing form of an English verb when used as a noun.¹³

There are also grammarians who divide this -ing form used as a noun into (1) verbal noun, or gerund, i.e., when it functions as a noun but has a verbal meaning. E.g. Painting is my hobby; or, when it has the function of a noun but has the meaning of a verb and operates as a verb: it may take an object or be qualified by an adverb. E.g. I am fond of smoking. He educated himself by reading widely; and (2) de-verbal noun, i.e., the -ing form verb that functions and operates as a real noun. E.g. I want to buy some paintings.¹⁴

Whatever the definition is, "gerunds" are classified into four groups in accordance with their functions and positions in a sentence:

1. as subject of a sentence;
2. after prepositions;

¹²Harsh, op.cit., p.9.

¹³A.S. Hornby et.al., The Advanced Learner's Dictionary of Current English. London: Oxford University Press, 1973. p. 415.

¹⁴R.W. Zandvoort and J.A. Van Ek, A Handbook of English Grammar. London: The English Language Book Society and Longman Group Ltd. (Sixth edition), 1972. p. 24.

- 3. after certain verbs;
- 4. in noun compounds.¹⁵

II.2.1 As Subject of a Sentence

There are four sub-divisions of gerunds that function as subject of a sentence. They are as follows:

- a. to express an action in a general sense
- b. to emphasize the idea of a habit;
- c. in prohibitions;
- d. in short sayings.

II.2.1.a To Express an Action in a General Sense

Similar to the "to infinitive" the gerund can function as subject of a sentence when it expresses a general thought or concept. There is no difference between these two forms except that the "to infinitive" expresses only an opinion, or theory; the gerund indicates that the speaker has experienced of what he states. Examples:

- | | |
|--|---|
| - Teaching young children
requires patience
and love. | - To teach young children
requires patience and
love. (It requires ...) |
| - Buying a present for
rich people is not
an easy job. | - To buy a present for
rich people is not an
easy job. (It is not
an easy job ...) |

II.2.1.b To Emphasize the Idea of a Habit

Both the "to infinitive" and the gerund are

¹⁵A.J. Thomson and A.V. Martinet, A Practical English Grammar. Oxford: Oxford University Press, 1979. p.158 ff.

acceptable, but the gerund emphasizes the idea of a habit. Examples:

- | | |
|------------------------|---------------------------|
| - Eating between meals | - To eat between meals is |
| is bad for the | bad for the figure. |
| figure. | (It is bad for the |
| | figure ...) |
| - Swimming regularly | - To swim regularly makes |
| makes you fit. | you fit. (It makes ...) |

II.2.1.c In Prohibitions

Short prohibitions, such as, No Smoking, No Spitting are actually the short forms of "No smoking is allowed in this room!" and "No Spitting is permitted here!" where the gerund functions as the subject of the negative command sentence.

II.2.1.d In Short Sayings

Gerunds are used as subject of a sentence in short sayings or quotations such as:

- Seeing is believing.
- Yes, Loving is a painful thrill.¹⁶
- Mincing your words makes it easier if you have to eat them later.¹⁷

¹⁶ Hoyt's New Encyclopedia of Practical Quotations. Compiled by Kate Louise Roberts. New York: Funk & Wagnalis Co., 1940. p.474.

¹⁷ Franklin P. Jones, The Wall Street Journal as cited by Reader's Digest (February 1980). p.27.

II.2.2 After Prepositions

Thomson and Martinet divide this group into three sub-classes:¹⁸

- a. when a verb comes immediately after a preposition the gerund form must be used;
- b. a number of (verb + preposition/adverb) combinations take the gerund;
- c. the word "to."

II.2.2.a Examples of the Gerund Form after Prepositions¹⁹

He insisted on seeing her.

I have no objections to hearing your story again.

Can you touch your toes without bending your knees?

He is good at telling lies.

She is fond of climbing.

He was accused of smuggling.

They were charged with driving to the public danger.

He was fined for being drunk in charge of a car.

I am quite used to waiting in queues.

He prefers being neutral to taking sides.

A corkscrew is a tool for taking corks out of the bottles.

Do you feel like going for a swim?

After swimming I felt cold.

What about leaving it here and collecting it on the way back.

He is thinking of emigrating.

I am sorry for keeping you waiting.

¹⁸Thomson & Martinet, op.cit., p. 159.

¹⁹Thomson & Martinet, ibid.

His wife raised the money by selling her jewellery.

We had a lot of difficulty in finding the money.

II.2.2.b After Verb+Preposition/Adverb Combinations

The most common of these combinations are:

be for/against: They are against telling lies.

care for: I don't care for standing in queues.

give up: It is terrific that you could
give up smoking.

keep on: Even though I have bought a new
car, I keep on walking.

leave off: Eventually the dogs left off barking.

look forward to: I am looking forward to seeing
"Marathon Man."

put off: It is not amazing that he puts off
going to the dentist.

see about: I have seen about buying new dresses.

take off: He took to ringing us in the middle
of the night.

II.2.2.c The Word "to"

The word "to" can be either a preposition or a part of the infinitive. If a noun/pronoun can be placed after the "to," it is a preposition. Otherwise, it is a part of the infinitive. Examples:

- I am used to his nasty talk.
- I am used to his entering my room without knocking.
- I am used to swimming in the late hours.

But:

- I used to swim in the late hours last summer.

The last example indicates that "to" there is a part of the word "to swim."

II.2.3 After Certain Verbs

This group is divided into two sub-classes:

- a. verbs + gerunds
- b. verbs + gerunds/infinitive.

II.2.3.a Verbs + Gerunds

<u>stop (=cease):</u>	When I knew it only hurt her, I stopped telling the truth. (stop=halt: He stopped to ask for information)
<u>finish:</u>	It is time for him to finish finding out other people's mistakes.
<u>dread:</u>	He dreads seeing his professor. (There is the expression "I dread to think" which means "I am afraid to think--so I don't think.")
<u>detest:</u>	I detest having to accompany him.
<u>prevent:</u>	They tried to prevent the river (from) flooding the town.
<u>avoid:</u>	Try to avoid travelling in the rush hour.
<u>risk:</u>	He didn't want to risk getting wet as he had only one suit.
<u>admit:</u>	He admitted having played truant.
<u>deny:</u>	He denied having been there.
<u>recollect:</u>	The witness recollected having seen the accused doing crime.
<u>resent:</u>	He resented being punished.
<u>delay:</u>	He delayed his flying to Paris.
<u>postpone:</u>	He postponed making a decision till he had been given more information.
<u>defer:</u>	She deferred doing her homework

	until late in the evening.
<u>enjoy:</u>	Did you enjoy your going to the party last night?
<u>fancy:</u>	Fancy having to get up at 5 a.m. every day!
<u>imagine:</u>	Imagine winning the first prize!
<u>forgive:</u>	Forgive my interrupting you.
<u>pardon:</u>	Pardon me for coming late.
<u>excuse:</u>	I'm afraid I can't excuse your leaving my class.
<u>suggest:</u>	She suggested waiting till dawn.
<u>keep (=continue):</u>	Keep running!
<u>understand:</u>	I can't understand his resigning his job.
<u>mind:</u>	Would you mind leaving earlier?
<u>consider:</u>	I considered going to his party.
<u>miss:</u>	I missed seeing Tom trying his new car.
<u>involve:</u>	Putting in a new window will involve cutting away part of the roof.
<u>resist:</u>	I couldn't resist seeing that film.
<u>can't stand:</u>	I can't stand travelling by bus.
<u>can't help:</u>	I can't help laughing when I hear him telling his foolish experience.
<u>it's no use:</u>	It's no use looking through the keyhole.
<u>it's no good:</u>	It's no good listening to people's talk.
<u>worth:</u>	There's nothing worth buying here.

II.2.3.b Verbs + Gerunds/Infinitives

- i. begin, start, continue may be followed by either infinitive or gerund without any difference, but the infinitive is preferable when it is a verb of knowing and/or understanding;
- ii. attempt, intend, can't bear may be followed by either infinitive or gerund, but the infinitive is more usual;
- iii. love, like (enjoy), hate, prefer can be followed by either gerund or infinitive, but the latter is used with conditionals;
like + infinitive = think wise or right
like + gerund = enjoy;
- iv. remember/regret + gerund when the gerund is the first action and the remembering/regretting the second;
remember/regret + infinitive when the remembering/regretting is the first action and the infinitive is the second.
- v. permit, allow, advise, recommend + gerund: if the person concerned is not mentioned;
allow and permit cannot have an object;
permit, allow, advise, recommend + infinitive: if the person concerned is mentioned.
- vi. try + infinitive = attempt
try + gerund = make the experiment
propose + infinitive = intend
Propose + gerund = suggest

mean + infinitive = intend

mean + gerund = involve (used only with
impersonal subject)

go on + gerund = continue

go on + infinitive (tell, talk, explain, etc.)

when the speaker continues talking about the
same topic but introduce a new aspect of it;

used to + infinitive = past habit

to be used to + gerund = to be accustomed to

be afraid of + gerund = merely expresses a
fear;

be afraid + infinitive = too frightened to
perform the action in the infinitive. E.g. I was
afraid to move.

- vii. it needs/wants/requires may be followed by
either the gerund or the passive infinitive, but
the gerund is more usual.
E.g. The grass wants cutting = it wants to be cut.
The watch needs mending = it needs to be
mended.

II.2.4. Gerunds in Compound Nouns

Gerunds in compound nouns can be classified into two
groups:

- (1) the verb + object compounds;
- (2) the verb + adverbial compounds.

II.2.4.1 Verb + Object Compounds

Sightseeing is a transformation from "X sees sight where the number is neutralized. It becomes a noun + verbal noun combination. Other examples:

"X" conditions the air	→	air-conditioning
"X" washes brains	→	brainwashing
"X" makes dresses	→	dressmaking
"X" tells stories	→	story-telling

Chewing gum is transformed from "X chews gum and the form is a verbal noun + noun. Examples:

"X" cooks apples	→	cooking apple
"X" spends money	→	spending money

II.2.4.2 Verb + Adverbial Compounds

Swimming pool is a transformation from "X swims in the pool. It is a verbal noun + noun combination. Examples:

"X" types on (a piece of) paper	→	typing paper
"X" adds with a machine	→	adding machine
"X" walks using a stick	→	walking stick

Daydreaming is transformed from "X dreams during the day. The form is noun + verbal noun. Examples:

"X" bathes in the sun	→	sun-bathing
"X" walks in his sleep	→	sleepwalking
"X" writes with a hand	→	handwriting

II.3. The Gerund Taught and Examined at SMA

The gerund is taught in the third, fourth and sixth semester of SMA. It is programmed in the "Garis-Garis Besar Program Pengajaran Kurikulum SMA 1975," Book II D-2 as follows:

i. the general instructional objectives of the teaching of gerunds are stated in:

- 1.15 Students possess a knowledge on "gerunds" and "present participle," and the difference between the two forms.
- 3.15 Students distinguish correctly the use of "gerunds" and "present participle" in English sentences.
- 5.15 Students are accustomed to using "gerunds" and "present participle" and the differences between the two forms.
- 1.18 Students understand the functions of "verbals" other than those mentioned in 1.15.
- 3.18 Students correctly use "verbals" other than those mentioned in 3.15.
- 5.18 Students are accustomed to the functions of "verbals" other than those mentioned in 5.15.

ii. The material of "gerunds" is stated in:

1.15.1.1 Form and function of gerunds

a. 1. As subject of a sentence.

(Talking is easy)

2. As a complement.

(My hobby is reading)

3. As an object.

(I like swimming)

This material is taught in the third semester of SMA.

b. As a modifier in compound nouns

(swimming-pool)

(reading book)

(waiting room)

This material is taught in the sixth semester of SMA.

1.18.1.1. "passive verbals" as "gerunds"

a. As Subject of a sentence.

(Being suspected makes him uneasy)

b. As object.

(I don't like being suspected)

c. As adjectives.

(The man being examined is helpful)

This material is taught in the

fourth semester.

iii. The teaching of gerunds as stated in 1.15.1.1.a and 1.15.1.2. (present participles) are considered as one unit and should be given in five meetings, 45 minutes each. If the fifth meeting is used for evaluating students' achievement on what they have learned, two meetings are used to teach gerunds and two to teach present participle. In the two meetings, or 90 minutes, a teacher is responsible for giving his students knowledge about gerunds as:

- a) subject of a sentence
- b) complement
- c) object of prepositions
- d) object of certain verbs.

It should also involve the drills and homework correction.

The teaching of 1.18.1.1. and 1.18.1.2. (passive verbals as gerunds and passive verbals with infinitives) takes five times 45 minutes.

The teaching of gerunds as compound nouns (1.15.1.1. b.) and present participle as compound nouns (1.15.1.2.b.) is given separately in two lessons. There might be a misprint, but no explanation about the number of meetings is given in the GBPP.

- iv. No consistent data could be obtained from SMA final examinations, since they differ from one to another school. Public schools and qualified²¹ private schools are given the authority to examine their own students.

II.4 Error Analysis

To trace students' difficulty in learning the gerund, a theory of error analysis is consulted. This theory begins with observing students errors and tries to predict the possible source(s) of error. The proponent of this theory is Jack C. Richards. Together with Gloria P. Sampson, in "The Study of Learner English,"²² he states that seven factors may influence and characterize students' system in acquiring a second language. They are as follows:

1. Language transfer is the influence of the mother tongue in producing sentences in the target language. E.g. By eating between meals is bad for the figure. (The standardizing of Bahasa Indonesia also faces this ungrammaticalness).
2. Intralingual interference is the influence that does not belong to the mother tongue but to the exposure to the target language itself. This source of error can be sub-divided into four, known as:
 - a. overgeneralization, if a student makes a deviant sentence on the basis of two grammatical sentences.

E.g.

* I saw his come.	←	}	I saw his coming.
		{	I saw him come.

²¹The qualification is determined by the Department of Education and Culture.

²²Jack C. Richards and Gloria P. Sampson, "The Study of Learner English," Error Analysis. Ed. Jack C. Richards. London: Longman Group Limited, 1974.

- b. ignorance of rule restrictions, if a student applies a rule to a context where it does not apply. E.g.

* I suggested him to buy ← I advised him to
that book soon. buy that book soon.

- c. incomplete application of rules, if a student makes a deviant sentence after undergoing some oral drills. Examples:

1. Do you swim? Yes, I swim.
2. Are you swimming now? No, I'm not swimming now.
3. Do you like swimming? Yes, I like swimming.
4. Is swimming healthy? Yes, I is swimming healthy

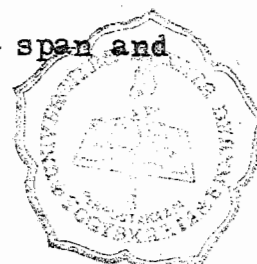
The student does not realize that swimming could mean other than a part of the continuous tense.

- d. false concept hypothesized, if a student develops errors because of his false concept of a certain grammatical pattern. E.g.

* They are going to having a baby.

(They are used to eating twice a day.)

3. Sociolinguistic situation is the influence of socio-cultural setting on the target language acquisition.
4. Modality is the influence upon how the target language is exposed and produced.
5. Age. If a student learns a second language before he reaches the age of 12 or 13 years, he will acquire the language as well as his friends who are native speakers of the language. But if he grows older he will benefit his memory span and his ability to store abstract concept.



6. Succession of approximative systems is the instability of students' approximative systems. Errors might be caused by a combination of some factors.
7. Universal hierarchy of difficulty is the inherent inability of a student to learn a language.

From the seven factors, the writer of this paper thinks that the most influencing is language transfer and intralingual interference.

CHAPTER III

M E T H O D O L O G Y

III.1. Population and Samples

The population of the study consists of third-year SMA students. The range of distribution can be considered as following the normal curve, since the teaching of English at SMA is controlled by the "Kurikulum SMA 1975" and the Garis-Garis Besar Program Pengajaran" (abbreviated GBPP), i.e., the outline of the teaching program at SMA.

The total number of the sample is 126 third-year students of SMA Katolik Stella Maris. They are students of III IPS, III IPA₁, and III IPA₂.

III.2. The Constructing of the Test

The instrument used in the study is a prognostic test, i.e., a kind of aptitude test that predicts students' ability in using English, in this case the gerund. The constructing of the test involves (1) the planning; (2) trying out the test; (3) analyzing the result of the testing; and (4) improving the test.

III.2.1. The Planning of the Test

The preparation of the test is made in correspondence with the function and place of gerunds in a sentence. It covers 25 items of gerunds as subject of a sentence, 20 items of gerunds which come after prepositions, 20 items of gerunds which come after certain verbs, and five items of gerunds as

compound nouns. This last type of gerund is limited to five items only, since gerunds as compound nouns are given at the sixth semester, the semester after the conducting of this study.

The instruction of the test is in Indonesian so as to avoid errors caused by students' misunderstanding of the language of instruction. This is important because the study is not aimed at testing language ability in general. The emphasis of the test is to predict students' ability to use gerunds.

III.2.2. Trying out the Test

The test was tried out to 80 third year students of SMA Kristen Pirngadi, Surabaya. They are students of III IPA₂ and III IPS₁.*)

III.2.3. Analyzing the Result of the Testing

The raw scores of the students are tabulated from high to low as follows:

TABLE I
RAW SCORES OF THE TEST

=====	
Subject	Score
1.	8
2.	7
3.	7
=====	

*) IPA refers to Ilmu Pengetahuan Alam, or physical sciences. IPS refers to Ilmu Pengetahuan sosial, or social sciences. The number indicates that there are more than one class in each department.

TABLE I (continued)

=====	
Subject	Score
4.	7
5.	7
6.	7
7.	7
8.	7
9.	6
10.	6
11.	6
12.	6
13.	6
14.	6
15.	6
16.	6
17.	6
18.	6
19.	6
20.	6
21.	6
22.	6
23.	6
24.	6
25.	6
26.	6
27.	6
28.	5
29.	5
30.	5
31.	5
32.	5

TABLE I (continued)

=====	
Subject	Score
33.	5
34.	5
35.	5
36.	5
37.	5
38.	5
39.	5
40.	5
41.	5
42.	5
43.	5
44.	5
45.	5
46.	5
47.	5
48.	5
49.	5
50.	5
51.	5
52.	5
53.	5
54.	5
55.	5
56.	4
57.	4
58.	4
59.	4
60.	4
61.	4

TABLE I (continued)

Subject	Score
62.	4
63.	4
64.	4
65.	4
66.	4
67.	4
68.	4
69.	4
70.	4
71.	4
72.	4
73.	4
74.	3
75.	3
76.	3
77.	3
78.	3
79.	3
80.	1

A good test is signaled by a high coefficient of reliability. The coefficient of reliability of a test may be 1.00 (a perfect test) or .00 (a very bad test). A good written test must have a reliability coefficient of .90 to .99. But an oral test is considered good though it has a reliability of .70 to .79.¹ The reliability of a homemade test is usually

¹Robert Lado, Language Testing. New York: McGraw-Hill Book Company, 1962, p. 332.

lower than of a standardized test. If a standardized test should have a reliability coefficient more than .90, a homemade test is acceptable if it has a reliability coefficient of .70 to .80.²

There are three methods to measure the coefficient of reliability of a test. They are (1) retesting the same individuals with the same test; (2) retesting the same individuals with different versions of the same test which are equivalent in difficulty, length, time limits, format; and (3) the split-half or the chance-half method, i.e., giving a single test and then dividing it into odd and even numbers so that there are two scores for each individual.

This study uses the third method because of the restricted period of time to conduct the study. Moreover, the measuring of the coefficient of reliability is not the end of the study. Retesting the same material to the same individuals three times during a short period of time may bias the results.

TABLE II
SPLIT-HALF COEFFICIENT OF RELIABILITY

Subject	Odd Items Scores (X)	Even Items Scores (Y)	XY
1.	8	8	64
2.	7	8	56
3.	7	8	56
4.	7	7	49
5.	7	7	49
6.	7	6	42

²David P. Harris, Testing English as a Second Language
New York: McGraw-Hill Book Company, 1969, p. 17.

TABLE II. (continued)

Subject	Odd Items Scores (X)	Even Items Scores (Y)	XY
7.	7	6	42
8.	7	7	49
9.	7	6	42
10.	7	5	35
11.	7	5	35
12.	7	5	35
13.	6	6	36
14.	6	6	36
15.	6	6	36
16.	6	6	36
17.	7	5	35
18.	6	6	36
19.	5	7	35
20.	6	5	30
21.	6	5	30
22.	6	5	30
23.	8	3	24
24.	6	5	30
25.	6	5	30
26.	6	5	30
27.	6	5	30
28.	6	5	30
29.	5	5	25
30.	6	5	30
31.	5	5	25
32.	5	5	25
33.	5	5	25
34.	5	5	25
35.	5	5	25

TABLE II (continued)

Subject	Odd Items Scores (X)	Even Items Scores (Y)	XY
36.	6	4	24
37.	5	5	25
38.	6	5	30
39.	6	5	30
40.	5	5	25
41.	5	5	25
42.	6	4	24
43.	6	4	24
44.	5	5	25
45.	4	5	20
46.	6	4	24
47.	5	5	25
48.	5	4	20
49.	6	4	24
50.	6	4	24
51.	5	4	20
52.	5	4	20
53.	5	4	20
54.	4	5	20
55.	5	4	20
56.	5	4	20
57.	6	3	18
58.	5	4	20
59.	5	3	15
60.	4	4	16
61.	5	3	15
62.	5	3	15
63.	4	4	16
64.	4	4	16

TABLE II (continued)

Subject	Odd Items Score (X)	Even Items Score (Y)	XY
65.	4	3	12
66.	5	3	15
67.	4	3	12
68.	3	4	12
69.	4	3	12
70.	4	3	12
71.	4	3	12
72.	4	3	12
73.	4	3	12
74.	4	2	8
75.	4	3	12
76.	4	2	8
77.	4	3	12
78.	2	3	6
79.	3	2	6
80.	2	.50	1
N = 80	X=427	Y=359.50	XY=2032

The formula is:³

$$\begin{aligned}
 r_{xy}^2 &= \frac{[N \sum XY - (\sum X)(\sum Y)]^2}{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]} \\
 &= \frac{(80 \times 2032 - 427 \times 359.50)^2}{(80 \times 2401 - 182,329)(80 \times 1795.25 - 129,240.25)} \\
 &= \frac{(162,560 - 153,506.5)^2}{9,751 \times 14,379.75} \\
 &= \frac{81,965,862.25}{140,219,380} = .584554447
 \end{aligned}$$

$$r_{xy} = .76$$

³Lado, op.cit., p.336.

To compute the coefficient of reliability of the entire test, the Spearman-Brown formula is used. The formula is:⁴

$$\begin{aligned}
 r_{11} &= \frac{2 \times r_{\frac{11}{22}}}{1 + r_{\frac{11}{22}}} \\
 &= \frac{2 \times .76}{1 + .76} \\
 &= \frac{1.52}{1.76}
 \end{aligned}$$

$$\underline{\underline{r_{11} = .86}}$$

where r_{11} = the obtained reliability coefficient of the entire test.

$r_{\frac{11}{22}}$ = the obtained reliability of half the test.

The coefficient of reliability of the test is .86.

As a homemade test, it may be regarded as satisfactory. However, the writer of this paper refers to revise the material of the test through an item analysis, i.e., by correcting or discarding items that do not discriminate between high- and low-level examinees. They are taken 25 percents from the top and bottom after arranging the scores from high to low. To compute the discrimination power of each item, the formula used is:⁵

$$D = \frac{H - L}{N}$$

where H = the number of the highs who answer correctly;

L = the number of the lows who answer correctly;

⁴Lado, ibid., p. 337.

⁵Harris, op.cit., p.106.

N = the number of papers in each group

D = Discrimination Power

TABLE III
ITEM DISCRIMINATION

Item No.	Highs (20)	Lows (20)	Discrimination
1.	19	18	.05
2.	20	18	.10
3.	19	14	.25
4.	20	18	.10
5.	20	16	.20
6.	20	15	.25
7.	20	19	.05
8.	14	9	.25
9.	13	7	.20
10.	7	2	.25
11.	11	7	.20
12.	10	2	.40
13.	--item mistake--		
14.	9	4	.25
15.	11	10	.05
16.	10	4	.30
17.	14	6	.40
18.	13	7	.30
19.	9	7	.10
20.	9	5	.20
21.	17	14	.15
22.	6	5	.05
23.	11	3	.40
24.	17	11	.30
25.	17	10	.35
26.	14	7	.35

TABLE III (continued)

Item No.	Highs (20)	Lows (20)	Discrimination
27.	17	3	.70
28.	3	3	0
29.	18	2	.80
30.	17	6	.55
31.	12	0	.60
32.	14	3	.55
33.	2	2	0
34.	16	2	.70
35.	10	1	.45
36.	15	3	.60
37.	16	2	.70
38.	15	3	.60
39.	16	6	.50
40.	10	10	0
41.	15	12	.15
42.	13	5	.40
43.	18	4	.70
44.	16	2	.70
45.	8	3	.25
46.	6	4	.10
47.	8	4	.20
48.	9	4	.25
49.	18	18	0
50.	12	6	.30
51.	19	15	.20
52.	8	11	- .15
53.	13	7	.30
54.	6	5	.05
55.	15	7	.40

TABLE III (continued)

Item No.	Highs (20)	Lows (20)	Discrimination
56.	13	9	.20
57.	9	2	.35
58.	11	1	.50
59.	12	4	.40
60.	6	4	.10
61.	5	11	- .30
62.	20	13	.35
63.	11	6	.25
64.	13	10	.15
65.	11	10	.05
66.	14	3	.55
67.	6	1	.25
68.	19	12	.35
69.	16	6	.50
70.	14	11	.15

III.2.4 Improving the Test

The test is improved based on an item analysis. The result is as follows:

- i. items number one to seven should be discarded for two reasons. First, they indicate low discrimination power. The minimum acceptable discrimination power is .30.⁶ Second, they are too easy. Both high- and low-level examinees answer them with ease;

⁶Harris, *ibid.*, p. 106.

- ii. items number eight to twenty may follow the pattern of items number 12 and 17 which reach the highest discrimination power of the group, i.e., .40;
- iii. items number 21 to 25 have a peak at number 23, i.e., .40. The weakness of these items is that they measure interpretation not the gerund itself. These items are discarded;
- iv. items number 26 to 45 have satisfactory discrimination power except numbers 28, 33, 41 and 45. All of them concern the word to which can be either a preposition or a part of the infinitive. It is not unlikely that this is caused by students' vague concept of the word to. However, the writer only revises these four items and does not discard them. She believes that gerunds after preposition should involve the concept of the word to;
- v. items number 46 to 50 are also discarded, since gerunds as compound nouns are taught not before the sixth semester, the semester next to the time of the study;
- vi. items number 51 to 70 have low discrimination power except numbers 33, 55, 57, 58, 59, 62, 66, 68 and 69. Students' errors cannot be predicted from the result of the test. To overcome it, guided response options are used in the revised items.⁷

⁷See appendices 2 and 3.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

IV.1. Raw Data of the Test

The result of the test is tabulated from high to low as follows:

TABLE IV

=====	
Subject	Score
1.	10 (96)
2.	10 (96)
3.	10 (96)
4.	9 (94)
5.	9 (94)
6.	9 (94)
7.	9 (94)
8.	9 (94)
9.	9 (94)
10.	9 (94)
11.	9 (94)
12.	9 (94)
13.	9 (94)
14.	9 (94)
15.	9 (93)
16.	9 (93)
17.	9 (93)
18.	9 (93)
19.	9 (93)
20.	9 (93)
21.	9 (93)

TABLE IV (continued)

=====	
Subject	Score
22.	9 (91)
23.	9 (91)
24.	9 (91)
25.	9 (91)
26.	9 (91)
27.	9 (91)
28.	9 (91)
29.	9 (91)
30.	9 (90)
31.	9 (90)
32.	9 (90)
33.	9 (89)
34.	9 (89)
35.	9 (89)
36.	9 (89)
37.	9 (89)
38.	9 (87)
39.	9 (86)
40.	8 (84)
41.	8 (83)
42.	8 (81)
43.	8 (79)
44.	8 (79)
45.	8 (76)
46.	7 (74)
47.	7 (73)
48.	7 (71)
49.	7 (70)
50.	7 (70)
51.	7 (69)

TABLE IV (continued)

=====	
Subject	Score
52.	7 (69)
53.	7 (67)
54.	7 (66)
55.	7 (66)
56.	7 (66)
57.	6 (64)
58.	6 (64)
59.	6 (63)
60.	6 (61)
61.	6 (61)
62.	6 (60)
63.	6 (60)
64.	6 (59)
65.	6 (59)
66.	6 (57)
67.	6 (57)
68.	6 (56)
69.	6 (56)
70.	6 (56)
71.	6 (56)
72.	5 (54)
73.	5 (54)
74.	5 (53)
75.	5 (51)
76.	5 (51)
77.	5 (50)
78.	5 (50)
79.	5 (49)
80.	5 (49)
81.	5 (49)

TABLE IV (continued)

=====	
Subject	Score

82.	5 (47)
83.	5 (47)
84.	5 (47)
85.	5 (47)
86.	5 (47)
87.	5 (46)
88.	5 (46)
89.	5 (46)
90.	5 (46)
91.	5 (46)
92.	4 (44)
93.	4 (44)
94.	4 (44)
95.	4 (43)
96.	4 (43)
97.	4 (43)
98.	4 (43)
99.	4 (41)
100.	4 (41)
101.	4 (40)
102.	4 (40)
103.	4 (40)
104.	4 (40)
105.	4 (39)
106.	4 (39)
107.	4 (37)
108.	3 (34)
109.	3 (33)
110.	3 (33)
111.	3 (31)

TABLE IV (continued)

Subject	Score
112.	3 (31)
113.	3 (31)
114.	3 (30)
115.	3 (29)
116.	3 (29)
117.	3 (27)
118.	3 (26)
119.	2 (24)
120.	2 (24)
121.	2 (21)
122.	2 (21)
123.	2 (21)
124.	2 (20)
125.	2 (19)
126.	2 (16)

IV.2. Analysis of Data

The minimum score a student should have--so as not to undergo a remedial teaching--is 75 on a 0-100 scale. The data obtained prove that 45 students acquire scores above 75. They are 36% of the sample. The hypothesis is, therefore, rejected. Students do experience difficulty in learning the gerund and some suggestions should be made.

The next step is to measure the mean score of the test. The writer thinks that students' difficulty could be traced from the work of students having their scores above the mean. It is difficult to classify low-score students' errors. They are great in number and unsystematic. To measure the mean

score, the steps are as follows:¹

Step 1: Arranging scores in a frequency distribution by:

- (a) subtracting the lowest (16) from the highest (96).
The result is 80.
- (b) dividing the scores (80) into twelve groups.
 $i = 80 : 12$
 $i = 6.75$ or 7 (i = the length interval)
- (c) tallying the number of scores falling in each group;
- (d) totaling and entering them in a column headed
frequency (f);

Step 2: (a) deciding the assumed mean (AM): the midpoint of
the score group;

- (b) calling the next higher score group from AM
+1, +2, and the lower group -1, -2, ...;
and put them in a column headed deviation (x');
- (c) the next column is frequency times deviation,
or fx' ;
- (d) the last column is fx'^2 ;
- (e) finding the sum of the positive and negative fx' ;
dividing this sum by the number of scores (N)
as stated in the formula:

$$c = \frac{fx'}{N}$$

where c is the score
correction;

- (f) calculating the mean using the formula:

$$\underline{\underline{M = AM + \frac{ci}{N}}}$$

where: M = mean

AM = assumed mean

i = the length of interval

c = the score correction.

¹Harris, op.cit., p. 136 f.

TABLE V

Score groups	frequency f	Deviation x'	fx'	f.x' ²
91 - 98	29	+6	174	1044
84 - 90	11	+5	55	275
77 - 83	4	+4	16	64
70 - 76	6	+3	18	54
63 - 69	9	+2	18	36
56 - 62	12	+1	12	12
49 - 55	10	0	0	0
42 - 48	17	-1	-17	17
35 - 41	9	-2	-18	36
28 - 34	9	-3	-27	81
21 - 27	7	-4	-28	112
14 - 20	3	-5	-15	75
	N=126		-105	1806

$$c = \frac{fx'}{N}$$

$$c = \frac{188}{126} = 1.49$$

$$i = 7$$

$$AM = 52$$

$$ci = 1.49 \times 7 = 10.44$$

$$M = AM + ci = 52 + 10.44$$

$$M = 62.44$$

The mean score of the test is 62.44

IV.3 Interpretation of Data

Data used to trace the source of errors are taken from the work of students having their scores above 62.44. There are 59 students, or 47% of the sample. Their mistakes

are usually predictable, indicating a definite false concept. For example, if student A makes five mistakes at section I, all the five mistakes concern the use of infinitives only, or the present perfect only, or the -ing form following a preposition. Seldom do they make mistakes arbitrarily. The students' responses are tabulated as follows:

TABLE VI

=====				
Item	Preposition	bare	present	to infinitive gerund
No.	+ <u>-ing form</u>	infinitive	perfect	
1.	-	-	-	59
2.	1	-	-	58
3.	-	3	-	56
4.	-	4	4	51
5.	-	4	-	55
6.	1	1	-	57
7.	3	9	-	47
8.	-	4	-	55
9.	3	3	-	53
10.	-	7	-	52
11.	1	5	1	52
12.	2	2	1	54
13.	-	6	-	53
14.	-	3	3	53
15.	1	5	1	52
16.	1	3	-	55
17.	-	8	-	51
18.	-	-	1	58
19.	-	-	1	58
20.	-	8	1	50
21.	1	6	1	51
22.	-	6	1	52
23.	-	9	-	50

TABLE VI(continued)

Item No.	preposition + <u>-ing form</u>	bare infinitive	present perfect	to infinitive	GERUND
24.	1	1	1		56
25.	-	2	-		57
26.					
27.		2	3	1	53
28.		1	1	2	55
29.		3	-	3	53
30.	-	1	-		58
	<u>16</u>	<u>106</u>	<u>25</u>	<u>6</u>	

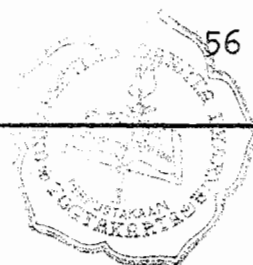
Concerning item number 26, 52 students answer correctly, five answer "his come" and two answer "he come." Students' responses to items number 31 - 70 are tabulated in table VII.

TABLE VII

Item No.	Bare Infinitive	To Infinitive	Gerund
31.	3	6	50
32.	-	9	50
33.	3	10	46
34.	3	12	44
35.	6	1	52
36.	9	-	50
37.	4	15	40
38.	4	3	52
39.	7	-	52
40.	3	1	55
41.	1	15	43
42.	7	2	50
43.	1	1	57

TABLE VII(continued)

=====			
Item No.	Bare Infinitive	To Infinitive	Gerund
44.	-	3	56
45.	26	-	33
46.	5	11	43
47.	1	1	57
48.	-	14	45
49.	-	2	57
50.	1	4	54
51.	1	2	56
52.	1	2	56
53.	2	42	15
54.	-	8	51
55.	2	10	47
56.	5	48	6
57.	1	1	57
58.	1	1	57
59.	3	2	54
60.	-	1	58
61.	1	51	7
62.	2	30	27
63.	3	1	55
64.	9	1	49
65.	-	-	59
66.	-	2	57
67.	-	1	58
68.	6	34	19
69.	1	36	22
70.	1	2	56



From tables VI and VII some conclusions can be drawn.

They are as follows:

Table VI: i. only 16 incorrect answers concern the preposition and -ing form as subject of a sentence. Since there are 26 items using this kind of option, the possible correct answers are 59×26 , or 1534. This kind of mistake is 1% of the possible correct answers;

ii. one hundred six incorrect answers concern the use of the "bare infinitive." Since there are 29 items that involve this kind of options, there are 59×29 , or 1711 possible correct answers. This type of mistake is 6.20% of the possible correct answers;

iii. twenty-five mistakes use the present perfect as subject of a sentence, instead of the gerund. Since there are 29 items of this kind, the possible correct answers are 59×29 , or 1711. The mistakes are 1.50% of the possible correct answers;

iv. six mistakes use "to infinitive" in answering items number 27, 28, 29. If all the 59 students answer correctly, there will be 59×3 , or 177. This type of mistake is 3.40% of the possible correct answers;

Table VII: v. item number 45 should take the bare infinitive; items number 53, 54, 61 and 69 take the "to infinitive" and the rest should take the gerund. There are 97 bare-infinitive answers--excluding item number 45--or 4% of the possible correct answers. There are 290 to-infinitive answers--excluding answers for items 53, 54, 61 and 69--which are 12% of the possible correct answers;

Concerning item number 45, 56% are gerunds which are incorrect answers. Items number 53, 54, 61 and 69 are 58% correctly answered. From these four items, number 54 is the worst answered. Only 13.56% of the answers are correct.

IV.4 Suggestions

Suggestions are made in accordance with the source(s) of students' errors which can be categorized as follows:

1. the error of "preposition + (-ing form) as subject of a sentence" is possibly caused by language transfer, since the standardizing of Bahasa Indonesia also concerns this ungrammaticalness.

Examples:

*Bagi yang tidak berkepentingan dilarang masuk.

Yang tidak berkepentingan dilarang masuk.

*Dengan minum banyak air baik untuk ginjal.

Minum banyak air baik untuk ginjal.

*By drinking much water is good for the kidneys.

Drinking much water is good for the kidneys.

There is also another possibility, i.e., the student analyzes the sentence inappropriately.

E.g.:

*By drinking much / water is good for the
kidneys //

*By saying hello to ether / people is
considered polite //

*By believing / such a person is foolish //

If this is true, the source of errors is "false concept hypothesized," and this might be influenced by students' thinking in Indonesian;

2. the errors that concern "bare infinitive as subject of a sentence" might be caused by:
- a. incomplete application of rules, if they are the result of transformations as follows:

Swimming is good for your health.

To swim is good for your health.

*Swim is good for your health.

- b. false concept hypothesized, if the student thinks that infinitive means either bare- or to-infinitive. Another possibility is that he considers the bare-infinitive a noun.

E.g.:

*Swim is good for your health.

We have a swim this evening.

- c. language transfer, if the error is caused by translation.

Minum banyak air baik untuk ginjal.

(minum is a stem and is translated into drink which is also a stem)

*Go to Bali for a vacation is pleasant.

Pergi liburan ke Bali menyenangkan sekali.

(pergi is a stem and is translated into go)

3. the errors that concern "The present perfect construction as subject of a sentence" are possibly caused by students' unclear understanding of the meaning of the sentence. Examples:

*Have drunk much water is good for the kidneys.

*Have driven that old car is not safe.

The unclear understanding lies in these words:

drunk, kidneys, driven, safe. If so, they might

not be able to know the meaning of the sentence.

Supposed they know that "have + past participle"

means already done, there are still the possibilities

of false concepts, such as:

"Sehabis minum banyak, ... jadi baik."

"Setelah di-..., mobil itu tidak"

Fortunately there are only few mistakes of this type.

4. The striking errors with section two occur with items number:

36. accustomed to + gerund

45. be going to + bare infinitive

53. forget (1st action) + to infinitive (2nd)

54. stop (halt) + to infinitive

56. try (attempt) + to infinitive

68. regret (2nd action) + gerund (1st)

69. forget (1st action) + to infinitive (2nd)

These are the "false concept hypothesized" errors.

The problem of item number 36 is that the student does not realize that the to there is not a part of the infinitive. On the other hand, he forgets that the to in number 45 is a part of the infinitive. And the rest are caused by "ignorance of rule restrictions."

5. the errors that concern "to infinitive after certain verbs" instead of the gerund, is also an ignorance of rule restrictions. They should have known which verbs take the gerund and which take the to infinitive;
6. there are only few mistakes using bare infinitive after prepositions or certain verbs. The most errors (nine) occur at number 64 and number 36:

64. *I'm serry for keep you waiting.

36. *She is accustomed to live alone.

The others are:

46. *Mary suggests buy soft drink. (five)

56. What is he doing? *He's just trying
open the tin. (five)
68. *I bitterly regret have told her the
truth. (six)
39. *He insisted on see "Marathon Man." (seven)
42. *They all went home after hear his speech.
(seven)

Observing the sources of errors and the significance of gerunds as shown in the 1981 "Proyek Perintis IV" entrance test--of which five from the 59 structure items are gerunds--the writer of this paper suggests that (1) the four kinds of gerunds--distinguished by their function and position in a sentence--should be taught separately: one kind at a time; and (2) gerunds and present participles as subject of a sentence not be given one after another. Asking students to mention whether an -ing form is a gerund or a present participle is neither advisable. A teacher should know exactly which is which. He must have a thorough knowledge of grammar because he needs it to explain how the language works to his students.² An SMA student needs only a knowledge of grammar to enable him to analyze sentences to support his reading comprehension. His knowledge need not be the same as his teacher's.

She thinks that the teaching of gerunds could follow these steps:

Step 1: Let the student understand the concept of the gerund.

the form: the -ing form of an English verb.

E.g. painting, swimming, reading, looking...

the class: noun. It can substitute a noun.

¹See appendix 3

²J.A.Bright and G.P.McGregor, Teaching English as a Second Language: Theory and Techniques for the Secondary Stage. London: Longman Group Limited, 1973 (new impression), p. 254.

It is not necessary that the students be able to distinguish the verbal from deverbal -ing form noun. The concepts of (1) Painting is my hobby.(verbal noun) and (2) Good paintings are expensive.(deverbal noun) are clarified by the context. Insisting students to know which is which will only burden them.

The concept of the gerund should be applied directly in sentences. Examples:

=====	
Noun/gerund	Verb Phrase
Books	are expensive these days.
Collecting stamps	is expensive these days.
Reading a lot	has broadened his mind.
The meeting	began at eight this morning.
The shop	opens at nine every morning.

Step 2: After the students have understood the concept of gerunds and gerunds as subject of a sentence, drills are given orally and/or written. Examples:

Oral drills:

Teacher: Listen to this sentence!

Listen!... Swimming is good for my health.

Again! ... Swimming is good for my health.

If I say "jogging," you must answer: Jogging is good for my health. If I say "a good sport," you must response "Swimming is a good sport."

Now, listen carefully! Swimming is good for my health.... walking...

Student: Walking is good for my health.

Teacher: Jogging

Student: Jogging is good for my health.

Teacher: for his health

Student: For his health is ...(?)

Teacher: No ...?

Student: Jogging is good for his health.

Teacher: is popular nowadays

Student: Jogging is popular nowadays.

Teacher: Poetry reading

Student: Jogging is poetry reading.

Teacher: What!!

Student: Poetry reading is popular nowadays.

Written exercises:

Substitute the underlined word(s) with the bracketed words at the end of the sentence.

1. Cigarettes are bad for the lungs. (smoking)

Smoking is bad for the lungs.

2. Rich food is not good for the figure. (eating
between meals)

Eating between meals is not good for the figure.

3. Whisky makes him mad. (drinking)

Drinking makes him mad.

4. Good novels are scarce now. (classical writing)

Classical writing are scarce now.

5. Books belong to his favorite. (joking)

Joking belongs to his favorite.

6. Conversations make her clever at English. (reading a lot)

Reading a lot makes her clever at English.

7. Love has changed her. (being in love)

Being in love has changed her.

8. Her sadness has influenced other people. (being sad)

Her being sad has influenced other people.

9. His voice frightens the little child. (screaming)

His screaming frightens the little child.

10. Her smile is rather mysterious. (smiling)

Her smiling is rather mysterious.

Step 3: If students have internalized the concept and use of gerunds as subject of a sentence, they may further learn that the form of verbs-following-prepositions take the form of the gerund. Let them also know that the word to can be (1) a preposition such as in:

"be used to" I am used to living in a small town.

"object to" He objects to speaking in public.

"be accustomed to" We are accustomed to his coming late.

... etc.

and (2) a part of a preposition such as in:

I think we have to leave now.

They are going to buy a new car. (be going to)

He ought to study hard for his final exam.... etc.

To avoid errors with the word to, she suggests that teachers present the words as follows:

have		have to
be going	— instead of —	be going to
ought		ought to

But:

be accustomed to

be used to

object to ...etc.

The result of the test shows that students seldom have difficulty with the other prepositions.

Step 4: Present the verbs-that-are-always-followed by gerunds directly in sentences. Have them be accustomed to the combination of those verbs and the gerund. Choose only verbs of high frequency so as not to burden the student. Examples:

They admitted playing truant.

He admitted taking my book.

Keep trying!

Keep smiling!

She denied taking the key.

She denied using my car.

I have avoided meeting him so far.

He considered taking the exams. ...etc.

It is not advisable that students be given a list of words to be memorized. After they have been accustomed to these combination oral and/or written drills may be given as an exercise.

Examples:

Choose the correct form of the bracketed words.

1. Do you really enjoy (sing)(to sing)(singing) that song?
2. You should really avoid (go)(to go)(going) out with that cold.
3. Would you mind (try)(to try)(trying) my cake?
4. Mary suggested (buy)(to buy)(buying) soft drinks.
5. He admitted (steal)(to steal)(stealing) my money.

Fill in the blanks

1. Would you mind ... with me?
2. He denied ... my money.
3. I really enjoyed ... in the sea.
4. Keep ... ! I'll take your picture.
5. Have you finished ... your dinner?
6. Imagine ... the first prize!
7. I'm sorry that I missed ... you!
8. Everybody avoids ... errors in exams.
9. I have finished ... my letters.
10. She admitted ... lies for unspeakable reasons.

Step 5: Explain to the students that there are also verbs that can be followed by either the gerund or the infinitive. First, those that do not distinguish meaning (in context) and later, those of which the alternatives do distinguish meaning. Examples:

The woman began to laugh.

The woman began laughing.

She continued playing the guitar.

She continued to play the guitar.

They intended to study in the States.

They intended studying in the States.

I like to swim.

I like swimming. ... etc.

Do not start with the second combinations before the students are able to use the first with ease. Moreover, the second must be explained and drilled one kind at a time. For example:

remember

Explanation:

(1) _____	(2) _____
I remember	I post my letters

—————→ I remember to post my letters.

Exercises: Combine these pair sentences.

(1) He remembers	(2) He visits his aunt
(1) I remember	(2) I attend his party
(1) They remember	(2) They write letters
(1) I remember	(2) I see her once a week

Explanation:

(1) _____	(2) _____
I visit my aunt	I remember

—————→ I remember visiting my aunt.

Exercises:

Combine the sentences in the left with those in the right column.

1st activity	2nd activity
1. He posted his letters	I remember
2. They came at our party	We remembered
3. I swam in the sea	She remembers
4. I saw Taty at campus	She remembers
5. I came earlier yesterday	I remember

Regret

(1) I regret ——— (2) I tell you that he is a liar

(1st activity)—————(2nd activity)

————→ I regret to tell you that he is a liar.

Teacher: How does the speaker feel?

Student: He feels sorry.

Teacher: Does he know what he is going to say?

Student: Yes, he does.

Teacher: Why does he feel sorry, then?

Student: Because he has to say it.

Teacher: Is it pleasant or is it hard to say it?

Student: It is hard to say it.

Teacher: Yes. He feels sorry because he has to tell something he doesn't like. He realizes that his words will hurt someone. Though, he has no other choice. This is the implied meaning when you use the to infinitive after regret.
Now, try these exercises!

Exercises:

Combine the sentences in the left column with those in the right.

1st activity	2nd activity
1. I regret	I give you a "D"
2. I regret	I let him wait so long
3. He regrets	He says that he can't come to our wedding
4. They regret	They drop us in the corner
5. She regrets	She says she can't help us
6. We regret	We leave him
7. I regret	I say that some of you fail
8. He regrets	He sends us bad news
9. I regret	I tell them that we can't spend the night there
10. She regrets	She tells us she is not coming

(1st activity) ————— (2nd activity)

I tell her that he is a thief I regret

————→ I regret telling her that he is a thief.

Teacher: How does the speaker feel?

Student: He feels sorry.

Teacher: Why does he feel sorry?

Student: He has said something that hurts other people.

Teacher: Would he do the same thing next time?

Student: No, he wouldn't.

Teacher: Fine! If he had known the result, he wouldn't have said it. This is the implied meaning when you use the gerund after regret.

Now, try these exercises!

Exercises:

Combine the sentences in the left with those in the right column.

1st activity	2nd activity
1. I gave you a "D"	I regret
2. I let him wait so long	I regret
3. He said that he couldn't come to their wedding	He regrets
4. He didn't come to our dinner party	He regrets
5. They dropped us in the corner	They regretted
6. She said she was busy	She regrets
7. He sent us bad news	He regrets
8. Lestari didn't visit us when she were in Surabaya	Lestari regrets
9. We left him alone	We regret
10. They had spent the night in Malang	They regretted

Stop

(1st activity) ————— (2nd activity)

I stopped

I talked

————→ I stopped to talk.

Teacher: Was the speaker talking when he stopped?

Student: No, he wasn't.

Teacher: Why did he stop?

Student: He stopped because he wanted to talk.

Teacher: Good! Perhaps he was walking or listening
to the radio when he stopped doing it
to talk. That is the implied meaning when

you use the to infinitive after stop.

Now try these exercises!

Exercises:

Combine the sentences in the left with those in the right column.

1st activity	2nd activity
1. He stopped	He posted my letters
2. I stopped	I visited my sick uncle
3. Wijaya stopped	Wijaya talked to his teacher
4. Tari stopped	Tari asked some information
5. They stopped	They determined which direction to take
6. Merry stopped	Merry read the announcement
7. We stopped	We listened to his speech
8. I stopped	I bought some Coke.
9. She stopped	He went with his friends
10. I stopped	I talked to my friends

(1st activity) ————— (2nd activity)

I talked

I stopped

—————> I stopped talking.

Teacher: Was the speaker talking when he stopped?

Student: Yes, he was.

Teacher: Why did he stop?

Student: Perhaps, he didn't want to talk anymore.

Teacher: Fine! Or ...?

Student: He probably wanted to do something else.

Teacher: Good! So, this is the implied meaning when

you use the gerund after stop.

Now, try these exercises!

Exercises:

Combine the sentences in the left with those in the right column.

1st activity	2nd activity
1. I wrote him letters	I stopped
2. I listened to the radio	I stopped
3. I see her once a week	I stop
4. Tari asked him in.	Tari stopped
5. Winarto was talking	Wijaya stopped
6. Mother was cooking	Mother stopped
7. Merry corrected her work	Merry stopped
8. Sinta did silly things	Sinta stopped
9. Little Sheilla was crying	Little Sheilla stopped
10. We were drawing	We stopped

These exercises are given to lead students' understanding on the teacher's explanation. They are followed by mixed exercises as follows:

Rewrite these sentences. Fill in the correct form of the bracketed verb.

1. We remember their ...(come)... at our dinner party.
2. Tari regrets ...(tell)... her the truth. Anyhow, she thinks she has to.
3. My letters are still in my bag. I didn't remember ...(post)... them.
4. We stopped ...(ask)...for some information.
5. He stopped ...(read)... to talk to his girl friend.
6. Merry regretted ...(buy)... that pink dress.
7. Tati remembers...(buy)...everything her mother has asked her to buy.

8. Mr. Karyanto stopped ...(smoke)..., because his doctor told him so.
9. Mother regrets ...(ask)... that unpleasant question to her daughter.
10. Stop ...(tell)... lies! I cannot stand it anymore.

Step 6: At the end of this lesson unit, the teacher is to evaluate his students' mastery of the gerund.

Step 7: If the result is not satisfying, he should give remedial teaching based on the source of errors.

For example:

1. If the source is language transfer, the remedial teaching could be given through translation.

E.g.

* While swimming in the sea is more dangerous than in the river.

Teacher: What is the Indonesian translation for this sentence?

Student: Selama berenang di laut lebih berbahaya daripada di sungai.

Teacher: Good! Now compare it with this sentence:

"Berenang di laut lebih berbahaya daripada di sungai".

Which of these Indonesian sentences is the correct one?

Student: The latter.

Teacher: Fine! What is dropped from the first sentence?

Student: Selama ... the preposition.

Teacher: Do it with the English sentence!

Student: Swimming in the sea is more dangerous than in the river.

Teacher: Fine! Now look at your work. Could you correct your mistakes yourselves?

2. If the source of errors is incorrect breath grouping, attack the problem in the syntactical analysis. Use also translation, if necessary.

Teacher: Look at this sentence:

* By believing / such a person is
foolish //

Teacher: What is the subject of the sentence?

Student: Such a person.

Teacher: Why is he foolish?

Student: Because he believes.

Teacher: What does he believe?

Student: ...?

Teacher: This sentence doesn't make sense.

Compare with this:

Believing such a person / is foolish//
What is the subject?

Student: Believing such a person.

Teacher: Who is foolish?

Student: Everybody who believes such a person
is foolish.

Teacher: Good! Now look at your work. If you have the same type of error, do you know what to do with it? How would you correct it?

Student: We should drop the preposition.

Teacher: Fine! Try to revise your mistakes!

3. If the student uses a bare infinitive as subject of a sentence.

E.g. *Swim is good for your health.

- a. Try to explore whether the student thinks that swim is a noun. If so, ask him the concept of the noun.

Teacher: Is swim a noun?

Student: Yes, it is.

Teacher: Listen to my sentence!

Let's have a swim now.

Do you see the "a" (indefinite article) in front of swim?

Student: Yes ...

Teacher: What does it mean?

Student: Swim is countable.

Teacher: So! Where is the article of swim in

*Swim is good for your health?

Now, look at the options: swim, while swimming, have swum, swimming. What should be the correct option?

Student: Swimming.

Teacher: Please correct your mistakes. Swim

there is a bare infinitive not a noun.

- b. If he makes a false analogy with "to infinitive," the teacher is to explain that:

I want to swim cannot be *I want swim.

I sing is not *I to sing.

They do not have the same distribution and cannot substitute each other.

To avoid this type of error, it is better that teachers not ask students to substitute to infinitive with the gerund.

E.g. To swim is good for your health.

Swimming is good for your health. → NO!

To read means to learn.

Reading means learning.

—————→ NO!

4. If the source of error is unclear understanding, the cause lies in the test difficulty. A teacher should know his students' level of language competence. In making the test, he is to pay attention to:

- a. the words used in the evaluation or examination should be those of high frequency. They should not be too difficult for most of the students. Structure and vocabulary are two different language elements that should not be tested at the same time in the same test item;
- b. the sentence structure used in the test. The structure difficulty should meet students' level. Test one structure item at a time. For examples:

i. I am used to ... late.

- A. he comes
- B. he is coming
- C. his coming
- D. he are coming

ii. (interfere) other people's affairs is one of his weak points.

- A. Be interfered
- B. Being interfered
- C. Interfering
- D. Are interfering

Item (i) has simple structure and vocabulary. But the options tend to distract students to answer (A) or (B). Options (A), (B),

and (D) make them think of agreement and tenses. This item tests three grammatical problems, i.e., (1) gerund after preposition; (2) agreement between subject and predicate; and (3) tenses.

Item (ii) contains difficult words, such as, interfere, affairs, weak points. The structure could be difficult to some students because of the noun phrase (subject). The options test three grammatical problems: (1) gerund as subject of a sentence; (2) the -ing form as the present participle; and (3) the passive voice "be + past participle."

Item (i) sounds better if the options are changed to:

- A. his come
- B. him come
- C. his coming
- D. he coming.

5. If students are still confused by the concept of the word to, explain to them that "to" that can be followed by a noun is a preposition. The other kind of "to", i.e., as a part of an infinitive must be followed by a verb. Do not begin with be going to, since this phrase can be followed by either a noun or a verb. Examples:

- 1) They are going to have a baby.
- 2) They are going to school.
- 3) They are going to go to school.

Sentence (2) is an elision of sentence (3) which contains two GO's. The first indicates the meaning of future with intention and the second is the real verb go + preposition of direction to, as in:

He goes to Malang once a week.

They went to the cinema yesterday evening.

We go to church on Sundays.

The function of "to" is clear in these sentences:

They ought to study hard.

We have to go now.

He used to walk to school before he got that motorcycle.

compared with:

They are used to the climate.

I gradually get used to his ill manners.

I object to whatever she says.

The writer of this paper also suggests in step 3 that:

to have (=must) + to infinitive

ought (=should) + to infinitive

used (=past habit)+to infinitive

had (=past of must)+to infinitive

be used instead of:

to have to + stem

ought to + stem

used to + stem

had to + stem

as an analogy of:

should + stem

must + stem

needn't + stem, etc.

Readings can also be used as a means to help students distinguish the two types of to. Ask them to underline to which functions as prepositions, for example. Or, ask them to underline all the prepositions they meet in a reading passage. Or, ask them to cut the phrase to show where the word to belongs.

6. If students still have problems with remember, regret, stop, the reverse teaching/learning strategy can be used. Use translation, if necessary.

Teacher: I remember posting my letters.

This sentence consists of two activities.

1) I remember

2) I post my letters

Which activity comes first?

Student: ...?

Teacher: Could you translate it into Indonesian?

Student: Saya teringat untuk mengeposkan surat-surat saya.

Teacher: Is it the correct translation?

Student: ...?

Teacher: No! That's the translation for:

I remember to post my letters.

When I remember, the letters are still with me. The activity of posting letters comes after the activity of remembering.

I remember that I have to post my letters.

The to there could be translated into agar or untuk.

Let's go back to the first sentence.

What's the difference with the second?

Student: Posting and to post.

Teacher: And the meaning? I've told you, haven't I?

Student: I remember that I have posted my letters.

Teacher: Very good! If the activity of remembering comes later, use the gerund.

Now, find your mistakes!

Could you see what's wrong and could you correct them? Let's see them now.

Teacher: Well, the only item that concerns

remember is:

Do you remember (meet)(to meet)
(meeting) Anwar at my office last month?

What's the answer?

Student: Do you remember meeting Anwar at my
office last month.

Teacher: Why?

Student: "You" met Anwar at "my" office last
month and now you remember the meeting.
Is it right?

Teacher: Excellent!

Now, look at your work that concerns
regret.

I bitterly regret (have)(to have)
(having) told her the truth.

What's the answer?

Student: I bitterly regret having told her the
truth.

Teacher: Why not have told?

Student: Regret could only be followed by either
to infinitive or gerund.

Teacher: Why not to have told?

Student: I have told her afterwards I feel
sorry.

Teacher: Good! What about this:

Stop (talk)(to talk)(talking)! I want
to listen to the news.

Student: Stop talking!

Teacher: Why?

Student: Because you want to listen to the radio
and, therefore, you want me to keep
silent.

Teacher: Good!

The passive gerund (being + past participle) is not discussed in this paper. Their function and position in a sentence are similar to the active's. If a student faces difficulty with the passive gerund, it is the passive concept--not the gerund--that he does not understand.

This paper neither discusses the gerund in compound nouns, since it is beyond the study. Students used as the sample of the study are fifth-semester students who have not learned the material yet and, therefore, are not able to give any input data to be analyzed.

The next chapter concerns the lesson unit plan of the gerund. The emphasis of "Kurikulum SMA 1975" is on the procedure of lesson unit planning, or "Prosedur Pengembangan Satuan Pelajaran," abbreviated PPSI. This curriculum demands that teachers make lesson unit plans based on PPSI so that they could show clearly what operational instructional objectives should be reached at the end of every lesson unit. The stating of the objectives help teachers to program their teaching and to know what to evaluate from the beginning of the lesson.

CHAPTER V

LESSON UNIT PLAN

"Kurikulum SMA 1975" is distinguished from the preceding curriculum, i.e., "Kurikulum SMA 1968" in some ways. The current curriculum demands that the emphasis of the learning-teaching process be on the students. It is said to be successful if there is an observable change from not knowing to knowing and from not understanding to understanding on the part of the student. A teacher is not only to think of what material to teach and how to present it to his students--as required by the former curriculum--but he is also responsible for the results of his teaching or what his students have obtained after the learning-teaching process. If the result of the evaluation is not satisfying and too many students fail, he is to recheck his teaching strategy, the material, the classroom management and even the test itself. This curriculum, therefore, demands that teachers prepare their teaching using a set of lesson unit plans based on instructional objectives. The teaching material and the evaluation must be geared to these instructional objectives. In the former curriculum, teachers usually come to class thinking only of the material to teach and how to present it. If the result of the evaluation is bad, the blame is always on the students.

This "Kurikulum SMA 1975" demands that teachers state their preparation in a clearly and explicitly written lesson plans that consist of:

1. operational particular instructional objectives;
2. teaching material that refers to the objectives;
3. learning-teaching activities;



4. evaluation that measures the students' mastery as stated in the particular instructional objectives.

This chapter includes the writer's suggested lesson unit plan of the teaching of the gerund.

Lesson Unit Plan

1. Field of Study: Language
2. Sub-field of Study: English
3. Topic of Discussion: Gerunds
4. Sub-topic of Discussion:
 - 1) Gerunds as Subject of a Sentence
 - 2) Gerunds as Subjective Complement
 - 3) Gerunds after Prepositions
 - 4) Gerunds after Certain Verbs
5. Semester: Fifth semester of SMA
6. Date:
7. Period of Time: 3 x 45 minutes / a week

I. General Instructional Objectives

- 1.15 Students possess a knowledge of gerunds and present participle; and the difference(s) between the two forms.
- 3.15 Students distinguish correctly the use of gerunds and present participles in English sentences
- 5.15 Students are accustomed to using gerunds and present participles and the difference(s) between the two forms.

II. Particular Instructional Objectives *)

- 1.15.1 Students are able to substitute real nouns with gerunds with 80% precision.

*) The writer suggests that the teaching of gerunds and present participles not be given as a comparison. She therefore, makes the Particular Instructional Objectives of gerunds and present participles into two units of lesson.

- 1.15.2 If they are given some options, students could choose the gerund with 80% precision.
- 1.15.3 If they are given an incomplete sentence, students could fill in the gerund (a) as subject of a sentence; (b) after prepositions; (c) after certain verbs with 80% precision.
- 5.15.1 Students are able to compose simple sentences using gerunds with 80% precision.
- 5.15.2 At least 40% of the number of students could utter sentences using gerunds (a) as subject of a sentence; (b) after prepositions; and (c) after certain verbs; with 75% precision.

III. Learning Material

- 1.15.1.1 a) Talking is easy.
- b) My hobby is reading.
- c) I insisted on going home.
- d) I like swimming.

1

Tari and Naryo are in the living-room. Naryo is reading. Reading is his hobby. He reads everything: newspaper, magazines, fictions and poems. But he enjoys reading science-fiction most.

Tari's hobby is playing the piano. She likes both classical and pop music. But she prefers playing classics this evening.

Questions

Find questions and answers; like this.

Find out about their place:

Q.: Where are they?

A.: They are in the living-room.

Now find out about:

- 1. Tari's hobby

2. Naryo's hobby
3. things he reads
4. the kind of reading he likes most
5. the kind of music Tari plays
6. the music she prefers this evening.

2

I am a mother of three children. They are grown-ups now. Sinta is 17, Adi 15, and Nina 13. They are nice kids.

I remember taking Sinta to the doctor when she was only eleven months. She had a high fever and kept crying all the time. I was so nervous that time, since Sinta was my first baby. The doctor told me that she got typhoid and he insisted on hospitalizing her. I was so afraid that I couldn't stop crying. I was afraid of losing her.

Now I am used to helping sick children. I have three kids and years of experience. I'm not nervous anymore if one of them gets sick.

Questions

Find about:

1. the names of the children
2. the thing she remembers
3. if being a young mother of an 11 months baby is easy
4. the things the doctor said
5. if the doctor insisted on hospitalizing the baby
6. why she couldn't stop crying
7. the things experience and time have taught her
8. if she is still nervous now

Sentence Pattern Drill

Talking	is easy
---------	---------

Read these sentences.

1. Singing is my hobby.
2. Swimming is good for your health.
3. Jogging is a good sport.
4. Climbing makes me tired.
5. Reading a lot broadens my mind.

Oral PracticeRead these sentences.

1. Reading is my hobby.
Is reading my hobby?
Reading isn't my hobby.
2. Going to movies is interesting.
Is going to movies interesting?
Going to movies isn't interesting.
3. Playing football is a fine sport.
Is playing football a fine sport?
Playing football isn't a fine sport.
4. Her crying makes me sad.
Does her crying make me sad?
Her crying doesn't make me sad.
5. Reading novels was his former hobby.
Was reading novels his former hobby?
Reading novels wasn't his former hobby.
6. Drinking made him mad.
Did drinking make him mad?
Drinking didn't make him mad.

Practice and WriteExercise:

Replace the underlined word(s) with suitable gerunds.

Make changes where necessary.

Example: His funny jokes make everybody laugh.

His joking makes everybody laugh.

1. Her cries were ridiculous.
2. Football is a fine sport.
3. Intisari is an interesting magazine.
4. His novels are available here.
5. Their songs were beautiful.
6. My letters make him happy.
7. Rich food makes him fat.
8. Cigarettes calms her nerves.
9. Exercises make me fit.
10. Cars are expensive.

Fill in the blanks with suitable gerunds.

1. ... mountains is a good sport.
2. ... is a good habit.
3. ... with the left hand is more difficult.
4. ... is harmful for the lungs.
5. ... too much is bad for the figure.
6. ... lies is bad manners.
7. His ... the door frightens the little child.
8. ... cars demands ... liscence.
9. ... to movies is interesting.
10. ... football is his favorite.

=====

Sentence-Pattern Drill

My hobby	is reading
----------	------------

Read these sentences.

1. My hobby is reading.
2. His weakness is spelling new words.
3. My problem is reading.
4. Their difficulty is drinking too much.
5. His hobby is fishing.

Oral PracticeRead these sentences.

1. My hobby is playing guitar.
Is my hobby playing guitar?
My hobby isn't palying guitar.
2. His weakness is gambling.
Is his weakness gambling?
His weakness isn't gambling.
3. Our problems are solving birth control and corruption.
Are our problems solving birth control and corruption?
Our problem are not solving birth control and corruption.
4. My difficulty is eating between meals.
Is my difficulty eating between meals?
My difficulty isn't eating between meals.
5. Her hobby is buying expensive dresses.
Is her hobby buying expensive dresses?
Her hobby isn't buying expensive dresses.

Practice and Write

Replace the underlined word(s) with suitable gerunds.

Make change(s) where necessary.

1. Tari's weakness is money.
2. Anton's shortcoming is dishonesty.
3. My favorite is Mary.
4. My hobby is books.
5. Their problem is children.

6. His problem is poor sight.
7. Wijaya's advantage is his good appearance.
8. His weakness is arithmetic.
9. Her disadvantage is luxury.
10. Tati's hobby is films.

Fill in the blanks with suitable gerunds.

1. Santi's hobby is ... new hats.
2. Tono's hobby is ... stamps.
3. Her husband's weakness is ... in the casino.
4. The teacher's problem is ... students.
5. His shortcoming is his ... dishonest.
6. Bono's advantage is his ... handsome.
7. Their problem is not ... any children for so many years.
8. My failure is too much ... of trivial things.
9. Their happiness is ... smart and well-behaved children.
10. My hobby is ... in the sea.

=====

Sentence Pattern Drill

I insisted on	going home
---------------	------------

Read these sentences.

1. I'm tired of going to parties.
2. He is fond of helping other people.
3. It depends on your hard working.
4. Maria is very clever at decorating cakes.
5. I met Karyanto while walking to campus.

Oral Practice

Read these sentences.

1. He went without saying good-bye.
Did he go without saying good-bye?
He didn't go without saying good-bye.
2. They are accustomed to her coming late.
Are they accustomed to her coming late?
They aren't accustomed to her coming late.
3. I am looking forward to our meeting.
Am I looking forward to our meeting?
I'm not looking forward to our meeting.
4. We are thinking of spending the night in a hotel.
Are we thinking of spending the night in a hotel?
We aren't thinking of spending the night in a hotel.
5. He went after getting the news.
Did he go after getting the news?
He didn't go after getting the news.

Practice and Write

Exercises:

Put the bracketed word(s) into the correct form.

1. I am thinking of ...(run)... away.
2. Are accustomed to ...(eat)... oranges in the morning?
3. She has been waiting for his ...(come)... back.
4. We have difficulty in ...(count)... the guests.
5. Tini is clever at ...(predict)... things.
6. Harsono left after ...(leave)... his message.
7. Mrs. Suryo is looking forward to ...(travel)... abroad.
8. Did he go without ...(leave)... any message?
9. She is afraid of ...(loose)... her job.
10. Mary is fond of ...(play)... volley-ball.

Fill in the blanks with suitable gerunds.

1. She gets tired of ... a nurse.
2. The audience are waiting for his ... in the concert.
3. We are used to ... lemon juice at breakfast.
4. Who is afraid of ... in the dark?
5. The manager objected to my ... in his chair.
6. The children insist on ... by train.
7. Maria stopped me from ... him.
8. We are worried about his ... in Africa.
9. Santi works hard without ... of ... a rest.
10. Mr. Sutarjo prevents his daughter from ... married too young.

=====

Sentence-Pattern Drill

They keep	running.
-----------	----------

Read these sentences.

1. I tried to prevent them quarrelling.
2. He denied having stolen the money.
3. They admitted doing the crime.
4. She delayed her travelling to Europe.
5. Would you mind leaving your address?

Oral Practice

Read these sentences.

1. I enjoy swimming at Taman Tirta.
Do I enjoy swimming at Taman Tirta?
I don't enjoy swimming at Taman Tirta.
2. They considered going by plane.
Did they consider going by plane.
They didn't consider going by plane.

3. We all understood his staying in Africa.

Did we all understand his staying in Africa?

4. I finished eating before my friends came.

Did I finish eating before my friends came?

I didn't finish eating before my friends came.

5. The boys risk themselves getting arrested by the police.

Do they risk themselves getting arrested by the police?

They don't risk themselves getting arrested by the
police.

Practice and Write

Put the bracketed word(s) into the correct form.

1. Manto suggests ...(climb)... mountains during the holiday.
2. She delayed ...(read)...the book until bed time.
3. Sari denied ...(have)... stolen the book.
4. Mr. Suryo admitted ...(borrow)... money from the bank.
5. He didn't want to risk ...(get)... wet.
6. Mary avoid ...(eat)... rich food.
7. The child keeps ...(cry)... night and day.
8. Did you enjoy ...(play)... football yesterday?
9. Would you mind ...(leave)... me alone?
10. His wife couldn't understand his ...(resign)... his job.

=====

Sentence-Pattern Drill

I	begin	
You	attempt	doing my work myself
They	love (s)	
Tari	like	to do my work myself
	continue	
	intend	

1st activity		2nd activity
I	remember	to visit Mrs. Surya.
You	regret (+s)	
They	forget	
Tari	stop	

2nd activity		1st activity
I	remember	visiting Mrs. Surya.
You	regret (+s)	
They	forget	
Tari	stop	

Read these sentences.

1. I'm sorry. I didn't remember to post your letters.
2. I didn't remember getting letters from you.
3. I regret to tell you that you fail.
4. I regret telling her the truth.
5. We stopped to ask for information.
6. They stopped asking for a job, since they knew there were no vacancy.
7. I forgot to bring my books.
8. I forgot having borrowed his books.

Fill in the blanks with gerunds or to infinitive.

1. They regret ... to his dinner party.
2. I forgot ... my hands before eating.
3. Didn't you remember my ... at your wedding?
4. Merry regretted ... that pink hat.

5. My wife stopped ... as she knew she was pregnant.
6. Mother regrets ...that unpleasant question.
7. Stop ... lies! I cannot stand it anymore.
8. My letters are still in my bag. I forgot ... them.
9. Didn't you remember ... her in my office?
10. He stopped ... to chat with his friends.

=====

IV. Teaching Methods: Eclectic Method

V. Refernce(s):

1. GBPP
2. The Advanced Learner's Dictionary of Current English.

VI. Learning-Teaching Activity

1. Greetings.
2. Homework correction, if any.
3. Review: the teacher asks his students about the previous lesson.
4. New Presentation:
 - i. the teacher explains to his students the new material.
 - ii. the students are given the chance to ask, if they do not understand.
 - iii. they do thr drills and exercises together orally.
 - iv. the written exercises are given as homework.
5. Evaluation: see apendix 2.

CHAPTER VI

CONCLUSION

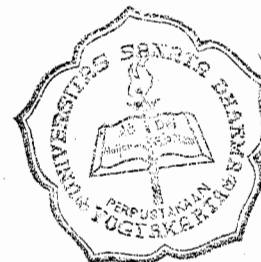
This thesis ends with the conclusion that gerunds are to a certain extent difficult for SMA students. Only 36% of the sample obtain scores above 75 on a 0-100 scale. It means that the teacher should make an overall review of the learning-teaching process of the gerund.

The data used in this study were obtained from the work of 126 third-year SMA students of SMA Katolik Stella Maris, Surabaya. The test used was a revised form of a prognostic test that had been tried out to 80 third-year SMA students of SMA Kristen Pirngadi, Surabaya. Using the "split-half method," the coefficient of reliability of this test was found to be .86. As a home-made test it could be accepted. However, for the sake of the precision of the study, she preferred to revise it based on content validity and item analysis. Items which tested other than the mastery of gerunds and/or had discrimination power less than .30 were revised or discarded.

Since the result of the study proved that gerunds were difficult, suggestions were presented to the techniques of teaching, material and the remedial work. These suggestions are made based on the theory of error analysis.

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VITA

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APPENDIX 1

PROGNOSTIC TEST

- I. Ubahlah kalimat di bawah ini dari pola kalimat (A) atau (B) menjadi pola kalimat (C).

Contoh: Pola A: It is fun to ride on a tricycle.

Pola C: Riding on a tricycle is fun.

Pola B: It pleases me to see you healthy.

Pola C: Seeing you healthy pleases me.

1. It is good to be on time.
2. It requires great talent to write a novel.
3. It annoys me to hear people quarrelling.
4. It is pleasant to go to Bali for a vacation.
5. It isn't safe to drive that old car.
6. It is hard to believe such a person.
7. It frightens Mary to walk alone in a dark road.

- II. Berilah tanda silang (X) huruf di kertas jawaban anda yang menurut anda menunjukkan jawaban yang benar.

Contoh: (Meet) (Meeting) (While meeting) (Have met)
 A B C D

important people has broadened his mind.

Kertas jawaban: A ☒ C D

8. (While swimming) (By swimming) (Swim) (Swimming) in
 A B C D

the sea is more dangerous than in the river.

9. (Eat) (Ate) (Eating) (Have eaten) between meals is bad
 A B C D

for the figure.

10. (Repairing) (Repair) (Repaired) (Have repaired) cars
 A B C D

is the work of a mechanic.

11. (Drink) (Drank) (By drinking) (Drinking) a lot of
 A B C D

water is good for the kidneys.

12. (Chatting) (By chatting) (Chat) (Have chatted) in class
 A B C D
 disturbs other students.
13. (While walking) (Walk) (Walked) (Have walked) in the
 A B C D
 rain is fun for children.
14. (Say) (Saying) (Have said) (By saying) hello to other
 A B C D
 people is considered polite.
15. (Go) (goes) (Going) (Have gone) to the cinema once a
 A B C D
 week is reasonable.

III. Pilihlah frase (A), (B), (C), atau (D) yang sesuai
untuk melengkapi kalimat-kalimat di bawah ini. Beri
tanda silang (X) di kertas jawaban anda.

Contoh: makes me happy.

- A. While singing a song
 B. Singing a song
 C. Sing a song
 D. Have sung a song

Kertas jawaban: A ☒ C D

16. is good exercise.

- A. Climbing mountains C. Climb mountains
 B. By climbing mountains D. Having climbed mountains

17. is considered expensive now.

- A. To be flying by GIA C. By flying GIA
 B. Fly by GIA D. Flying by GIA

18. makes me tired.

- A. While write letters C. While writing letters
 B. Writing letters D. Write letters

19. is not easy.

- A. Bringing up children C. Have brought up children
 B. Bring up children D. Have to bring up children

20. spoils the appetite.

- A. By drinking whisky C. Drink whisky
 B. Have to drink whisky D. Drinking whisky

IV. Buatlah larangan singkat dari kalimat(perintah) negatif di bawah ini.

Contoh: It is not allowed to smoke here.

No smoking!

Do not continue crying.

Stop crying!

21. It is forbidden to park your car here.

22. It is forbidden to continue talking.

23. Do not argue anymore.

24. It is forbidden to cheat.

25. Do not continue running.

V. Ubahlah kata dalam kurung ke dalam bentuknya yang tepat.

26. I am used to his (come) late.

27. I do not believe in (learn) English in 50 hours.

28. He used to (go) to the cinema three times a week.

29. They were delighted at (see) us.

30. I am tired of (explain) the same things all the time.

31. Have you congratulated him on (pass) his exams?

32. Would you be surprised at his rude (greet)?

33. They had to (write) a lot of letters.

34. She never goes to parties without (buy) a new dress.

35. He made his fortune by (sell) and (buy) diamonds.

36. He is clever at (breed) chickens.

37. She insisted on (see) "Marathon Man."

38. You must apologize for not (come) on time.

39. She is shy of (have) many pimples.

40. They are going to (have) a baby.

41. She is accustomed to (live) alone.

42. They all went home after (hear) his speech.

43. She was violently sick because of (eat) mushrooms.

44. He was accused of (murder) his wife.

45. You ought to (tell) him the truth.

VI. Ubahlah frase (kelompok kata) yang digarisbawahi menjadi kata benda majemuk (compound noun)

Contoh: The writing of letters makes me tired.

Letter writing

Where is uncle's stick for walking?

walking stick

46. He sat in a room which people meant for waiting.

47. The climbing of mountains is one of the finest sport.

48. He is clever at the teaching of languages.

49. I have bought a pair of boots for climbing.

50. Are you interested in the making of films?

VII. Ubahlah bentuk kata yang dikurung ke dalam bentuknya yang tepat/ benar.

Contoh: I want (go out) this afternoon. → to go out

She doesn't remember (see) me. → seeing

51. I'm afraid I can't stop (smoke).

52. Please remember (wipe) your feet before coming in.

53. Don't forget (bring) your bathing suit with you.

54. We are lost. Let's stop (ask) for information.

55. Does your car need (wash)?

56. Try (taste) it before you offer it to your guests.

57. Mary suggested (buy) soft drinks.

58. I completely forgot (lock) the front door last night.

59. My hair needs (cut).

60. Do you remember (wash) your hands before dinner?

61. Would you mind (tell) Mary that I'm here?

62. Stop (talk)! I can't hear the speech.

63. My shoes want (clean).

64. I can't stop (laugh). Her jokes are so funny.

65. Nobody really loves (work).

66. We asked him to continue (tell) his adventures.

67. I hate people (disturb) me when I'm busy.
68. They start (save) money cents by cents.
69. What's he doing? He's just trying (open) the tin.
70. It's no use (cry) over spilt milk.

6. Why did the boys nudge one another?
 1. To call attention to Johnny.
 2. To warn of the boss's presence.
 3. To tease Johnny.
 4. To tell a good joke.
7. How did Johnny feel about the boys "daring to pity him"?
 1. His pride was hurt
 2. He welcomed their sympathy
 3. He did not even notice their whispering
 4. He became violently angry.
8. How had Johnny's attitude toward his world changed?
 1. He felt a part of it now
 2. He felt he was too good to be there
 3. He felt himself to be an outsider
 4. He felt that everyone knew much more than he did now.
9. What attitude had Johnny expected from other boys when he started his stroll?
 1. He thought they would pity him
 2. He thought they would try to cheer him
 3. He thought they would not pay any attention to him
 4. He thought they might be jealous of him
10. How did the burn affect Johnny?
 1. It gave him pain
 2. It had crippled his legs
 3. It had no effect on his activity
 4. It made him feel out of place
11. What discovery did Johnny make on his stroll?
 1. Idleness is a great pleasure, especially if others have to work.
 2. Having nothing to do is not much fun after all
 3. No one can work well without a holiday once in a while
 4. All the boys would like to find an excuse to quit working forever.

about his burn-pitying him. There was not a boy on the wharf Johnny did not know. He had made friends with some and enemies of others, and had played or fought with all of them. He saw Saul and Dicer packing salt herrings in a tub; Andy, his leather thimble strapped to his palm, sewing a sail; Tom Drinker (the local bully) coopering a barrel. This was Johnny's world, but now he had walked through it an alien. They knew what had happened. They did not envy Johnny's idleness. He saw one nudge another. They were whispering about him - daring to pity him. Dicer's master, the herring-pickler, yelled some kind remark to him, but Johnny did not answer. Seemingly in one month he had become a stranger, an outcast on Hancock's Wharf. He was maimed and they were whole.

How could the boy's working days be best described?

1. Full of fun
2. Long and hard
3. Slow and idle
4. Filled with playing and fighting

Where did Johnny's stroll probably take place?

1. By a harbor
2. On board a ship
3. On a busy street
4. In a small country village

Why was Johnny not working?

1. He had a holiday
2. He was playing hooky
3. He had quit his job
4. He had been injured

How did Saul, Dicer, and Tom react to Johnny's having nothing to

1. They envied him do?
2. They made fun of him
3. They felt sorry for him
4. They paid no attention to him

What does the phrase "Dicer's master" suggest about what the boys were doing on the wharf?

1. They were slaves
2. They were working with their fathers
3. They were apprentices
4. They were on a school trip

CROSS THE CORRECT ANSWER.

1. They knew it was lonely,.....they wanted to go any
A. and B. yet C. or
2. She.....learned how to dance,did she?
A. ever B. never C. not ever
3. Dr. Smith is a graduate.....Columbia University.
A. of B. from C. at
4. He likes his job.....he works long hours.
A. for B. because C. although
5. The New York Times is.....large to be read in an hour.
A. too B. enough C. so
6. Can you imagine where.....?
A. does he live B. he lives C. he liv
7. Please let me know where you intend.....a house next sum
A. rent B. renting C. to rent
8. I'll work instead of.....at home.
A. stay B. staying C. to stay
9. She'd rather stay home than.....to the movie.
A. go B. going C. to go
10. Has he had the waiter.....the table?
A. clear B. cleared C. to clear
11. Odd thingsto my head if I drink too much.
A. will happen B. have happened C. happened
11. Sheit if she didn't want to.
A. won't do B. wouldn't do C. hadn't done
12. I he were.....the plan,when would he start?
A. follow B. to follow C. followed
13. Will he have to have the milk delivery.....before he leave
A. stop B. stopped C. stops
14. Tuti was very sad.I wish she.....happy.
A. is B. were C. had been
15. I've forgotten my pen.May I.....yours for a couple of minu
A. lend B. borrow C. wear
16. You can always rely on him.He never tals.....under any
circumstances.
A. a lie B. liar C. lie
17. Do you know who.....the telephone?
A. invented B. discovered C. created
18. Clouds were gathering and the sky began to.....as we start

is not expensive.

C. Didi must go to a private university.

D. Nita knows very well Didi will go only to a private university.

E. Private university is not expensive.

It seems probable that early man told time, very roughly, by observing the position of the shadow. He would note, for instance, when the shadow of a rock reached the foot of a certain tree.

The sun-dial is based on the same principle; it shows the changing position of a shadow throughout the day.

Which of the following is true to the text?

A. Early man could tell the exact time.

B. Early man used sun-dials.

C. The sun-dial is a later invention.

D. The sun-dial is almost useless during the night.

E. The sun-dial is not based on shadows.

People who are now very rich would tell you that they had started all the way by putting aside a little money every day, no matter how painful it might have been.

The text teaches us.....

A. the value of saving B. not to imitate the rich

C. the value of little money for the rich.

D. how painful it is to be rich

E. money as the source of pains.

For years there has been concern over water shortages in various areas of the world. It seems likely that the problem will become increasingly serious in the years to come. This is because of rapid population growth and the ever-increasing need of fresh water for industry and agriculture. Obviously something should be done about the matter.

The problem mentioned in the paragraph.....

A. is found in all countries

B. is affecting population growth

C. is serious for industry and agriculture

D. must not be solved immediately

E. is going to get worse in the future.

43. Ancient records show that cheese has been eaten for more than four thousand years. From earliest times it has been considered a very nourishing food. Today cheese is made all over the world. Most cheese is made from cow's milk, because the supply of this milk is greater throughout the world. Smaller quantities come from the milk of other animals - goats, sheep, camels, and even reindeer.
- A. cheese has been eaten everywhere
 - B. cheese is made everywhere
 - C. cheese is only made from cows
 - D. cheese is sold everywhere
 - E. cheese was not eaten 4000 years ago
44. None of the 215 passengers aboard the Boeing 747 was injured in the crash. From this information we understand that.....
- A. all but one of the 215 passengers aboard the Boeing 747 were injured in the crash.
 - B. of the 215 passengers aboard the Boeing 747, only one was injured in the crash.
 - C. none of the 215 passengers aboard the Boeing 747 was injured in the crash.
 - D. since the Boeing 747 did not crash, none of the 215 passengers was injured.
 - E. no one of the 215 passengers aboard the Boeing 747 was injured because it did not crash.
45. Take two tablets with water, followed by one tablet every night hours, as required. For maximum nighttime and early morning relief take two tablets at bedtime. Do not exceed six tablets in twenty four hours. For children six to twelve years old, give half the adult dosage if nervousness, restlessness or sleeplessness occurs. The label on this medicine bottle says that.....
- A. the medicine is a liquid
 - B. one may take this medicine before going to bed.
 - C. one may not take more than six tablets a day.
 - D. children may take the same that adults take.
 - E. the medicine may be used to relieve nervousness.
46. Two young men set out together on a long journey. One of them was a great spendthrift but the other was very economical. It was agreed that the latter should be in charge of the purse. According to the paragraph above the..... between the two young men was remarkable.

1. Many students are not.....in English.

- A. interest B. interests C. interested
D. interesting E. interestingly

2. The rain season is the least likely time for a good picnic.

Likely means.....

- A. preferred B. comfortable C. suitable
D. lovely D. probable

3. Ronald took us in with his stories about his experiences in Mexico.

Took us in means.....

- A. please us B. made us interested
C. deceived us D. kept us awake C. convinced us

4. A strict vegetarian is a person who deprives himself of any animal product.

- A. he rarely eats animal product.
B. he sometimes eats eggs
C. he never eats protein
D. he never eats animal products
E. he often eats meat

5. Examinations are held to find out if pupils have learnt enough all they ought to know for each term or year.

We can say that examinations are meant.....

- A. to see the pupils, findings
B. to investigate how much the pupils learnt
C. to know the lesson for each semester
D. to divide the lessons yearly
E. to make the pupils learn enough

6. These families and their descendants worked hard to support themselves. They had a few sheep and used the wool for clothes. They caught fish. They caught seals and used the meat to eat, the oil for heating and cooking, and the skin for shoes and clothing. They managed to get a few cows brought by passing ships. Which animals appear to have been most useful

- A. sheep b. seals C. cows
D. fish E. none

28. X : "Doesn't Ted read Spanish well enough?"

Y : "If he did, he wouldn't need anyone to translate that book"
From this conversation we know that.....

- A. Ted doesn't need anyone to translate the book.
- B. Ted doesn't read Spanish well enough.
- C. Y wants Ted to translate the book.
- D. X reads Spanish well enough.
- E. Ted wants to translate the book.

29. X : "Were you late this morning?"

Y : "Yes, but I would have not been late if I.....not trouble
with my bike".

- A. had not had B. had no C. did not have
- D. would not have E. have no

30. People should tell the children interesting stories.

- A. people tell children should be interesting stories.
- B. children should be told interesting stories.
- C. children should tell people interesting stories.
- D. stories told should be to interesting children.
- E. interesting stories is to be told to children.

31. X : "Has the contractor started to build the bridges?"

Y : Yes, two of them.....at the moment".

- A. are building B. have been building
- C. being building D. being built
- E. are being built

32. The boys told their teacher, "Please, don't set us a test".

The boys begged their teacher.....a test.

- A. not to setting us B. not to set them
- C. not to set us D. don't set them
- E. not set them

33. The young man said "Are you going to let me go?"

The young man asked.....go.

- A. to let him B. that I must let him
- C. if I am going to let me
- D. if I was going to let him
- E. if I was going to let me

34. X : "Is Mr Sunarto going to spend his holidays in Bali?"

Y : "Yes, and he asked us,.....

- A. if we wanted to come with him
- B. did we want to come with him

... after he had studied English.

D. he will study English in Indonesia.

E. he is still studying English in Indonesia.

X : "..... the crossword at six?"

Y : "No, I'll have done it by then".

A. will you have done

B. will you doing

C. will you be doing

D. will be you doing

E. will you be done

Alice broke her leg. I wish she.....more careful.

A. is

B. was

C. had been

D. has been

E. was being

X : "Please, tell me the answer".

Y : "Well, I would if only I.....it".

A. could remember

B. will remember

C. can remember

D. have remember

E. must remember

My father does not speak English well, and.....

A. my mother does not neither

B. neither my mother

C. neither speak my mother

D. neither my mother does

E. neither does my mother

Both of us have been looking for work for months, going from town to town. We ran out of money. One day my friend broke into a house and stole money, but I.....

A. break not

B. broke not

C. didn't

D. wasn't

E. don't

.....necessary to practice your English every day.

A. It's

B. Its

C. There's

D. It

E. Is

X : "Did you stay indoors this morning?"

Y : "Yes, because.....".

A. the day rained all morning

B. all morning there was

C. it rained all morning

rain

D. rain was all morning

E. the rain was all morning

10. A. Yesterday the children played games quietly in their room.
B. The children played in their room games quietly yesterday.
C. The children in their room played quietly games yesterday.
D. Yesterday in their room the children quietly played games.
E. The children played quietly games in their room yesterday.
11. X : "The table is dirty".
Y "Obviously, it needs.....".
A. to clean B. be cleaned C. cleaned
D. being cleaned E. cleaning
12. X : "May we smoke in this building?"
Y : "No, there is rule against.....".
A. to smoke B. to smoking C. smoking
D. smoke E. of smoking
13. While we were waiting for the bus, we saw a pickpocket.....out a passenger's purse.
A. to draw B. drawing C. drew
D. drawn E. draws
14.that the ship was on fire, the captain ordered his men to abandon her.
A. to realize B. realize C. realization
D. realized E. realizing
15. X : "Where's Joan? It's almost time".
Y : "You know well enough; she's never punctual,.....?"
A. isn't she B. is she C. has she
D. hasn't she E. won't she
16. X : "The professor conducted a very expensive experiment last year".
Y : "He needed a lot of money for it,.....?"
A. needs he B. needed he C. needn't he
D. did he E. didn't he
17. If you ask politely he might give you permission to go to the cinema tomorrow.
A. He is sure to give you permission.
B. Perhaps he will give you permission to go.
C. There is much chance that he'll give you permission to go.
D. He will give you permission to go.
E. He must give you permission to go.
18. My teacher punished me last week because I forgot to finish

X : "Which of the two books do you want?"

Y : I'd rather have.....with the blue cover".

- A. these B. those C. ones
- D. the one E. it

My pen is new and it's black. Your pen is new, and it's black too.

My pen is the same as.....

- A. your B. yours C. your's
- D. you E. yours'

He always asks his brothers to help him. He never works.....

- A. dependent B. independent C. independently
- D. depently E. indepenence

Militarymen are always dressed very.....

- A. formally B. formality C. formly
- D. formedly E. formerly

Mira was absent this morning, because she had her tooth.....

- A. fill B. filling C. to be filled
- D. filled E. to fill

X : "Are you going to send the letter?"

Y : "not now. I must have it.....first".

- A. to be signed B. signing C. sign
- D. signed B. be signed

He asks whether statistics.....related in any way to mathematics.

- A. was B. are C. be
- D. were E. is

X : "Mr. Brown has three children in your school.....".

Y : "I still don't know. They're new students in our school".

- A. what's the name of the children?
- B. what's the children's names?
- C. what are the names of the children?
- D. what are the children's name?
- E. what are the name of the children?

I wonder why he did not do it.....

- A. at home yesterday carefully.
- B. at home carefully yesterday.
- C. carefully at home yesterday.
- D. yesterday at home carefully.
- E. yesterday carefully at home.



Helen Rolt. She was one of the shipwreck survivors who were floating on the sea in an open boat for forty days. She was just married-before she sailed; her husband was lost in the shipwreck; she was only nineteen, left school a year before and had no experience in work of any sort; and she had the appearance of being withered. In such a condition almost everyone expected nothing out of her. There was only a man called Bagster who approached her, and that was for sexual reason. Scobie sympathized with her. He visited her, trying to comfort and protect her. They soon became good friends as both of them had great sense of security. They felt that they could never be more than friends. But they were wrong. One night when they were chatting at Helen's hut, Bagster knocked at the door. She was so scared that spontaneously she looked for protection in Scobie's arms. It was so great a relief to her when Bagster left her hut that she kissed Scobie. This was the starting point of their love affair. At first she was satisfied enough with their back street affair, but the more their relationship developed, the greater the demand she made upon Scobie. She wanted Scobie to marry her and then lead an ordinary life which needed no hideaway to grow their love. But it was impossible. Scobie was a Catholic. Helen got very angry with his excuse and asked him to meet her no more. On the one hand this was what he expected. He felt guilty for committing adultery and wanted to give up Helen to save his marriage. But on the other hand his heart could never be strong enough to let her ^{be}lost alone in the world which seemed to be cruel for her. After a long bitter argument between two voices in his own heart he finally decided to save Helen while letting himself plunge into sin. He sent Helen a love letter, but it was lost mysteriously. Then he met Helen and promised to be there whenever she needed and whatever happened.

Not long afterwards Louise returned home. Her friend in West Africa wrote to her telling her that everybody was talking about Scobie's back-street affair with Helen. But she pretended not to know anything about it. The reason of her return, she said to Scobie, was that she felt like a fool living in South Africa without him; therefore she intended to serve Scobie and wait until he retired. The problem became more complicated and Scobie

was forced to tell a chain of lies. In fact he felt very uneasy and guilty to become a liar, but there seemed to be no alternatives to be taken.

Scobie had not been able to solve this problem when a new one appeared. Yusef secretly paired Helen's boy to keep an eye on Scobie. And it was this boy who stole the letter Scobie wrote to Helen. This letter, as the result, put Scobie in Yusef's hands. Yusef threatened to leak out his secret if he refused to smuggle a package containing diamonds from a ship. This time Yusef won the game. Again, Scobie was plunged into a situation in which he was forced to do what he believed to be wrong. This made him pity himself - one thing he had never done before.

One day Scobie went to church and confessed his sins to Father Rank. He had prayed for a miracle: a belief that he should save his own soul, abandon Helen to Bagster and God would have mercy on her. But it did not come true. In the Confession he refused to promise not to visit Helen anymore because he knew that he could not do that. He would never cheat either himself or God. As he had no repentance and a real purpose of amendment, Father Rank refused him absolution. Being rejected by the church, he felt like a stranger in it. There seemed to be no hope anywhere he turned his eyes.

The death of Ali, his faithful servant, plunged him more deeply into the territory of despair. It was Yusef who killed Ali, but Scobie knew that his disbelief towards Ali brought about the tragedy. Ali knew so much about Scobie's affairs with Helen and Yusef that he might endanger not only Scobie, but also Yusef, Helen and Louise. Realizing this danger, Yusef immediately ordered someone to kill Ali.

He had tried to do the best he could to make good relationships with Louise, Helen, Ali and God, but he found himself a complete failure. Therefore, he decided to commit suicide. In order not to shock Louise and Helen, Scobie tried to commit it in such a way that people would consider it a natural death. He pretended to suffer from angina, which might snatch one's life anytime. He saw a doctor about the disease and complained that he also suffered from insomnia. In fact, it was the sleeping-draughts that he needed.

Every night for nine nights Scobie removed a dose of his sleeping-draughts and kept it secretly for use on the tenth night. When the time came, he waited until Louise went to bed,

so that he could do it calmly by himself. But when he was left alone, there was a voice in his heart that tried to prevent him from committing suicide. Scobie would not listen to it. He pushed the tablets quickly in his mouth six at a time and drank them down in two draughts. A short time later he died.

Careful as he could be, Wilson still found out that the cause of his death was suicide. Louise was shocked when Wilson told her about this. She was very disappointed by the fact that Scobie had a mistress, took money from Yusef and committed suicide. This was the chance Wilson had been waiting for. When Louise was so downhearted he tried to appear as a hero for her. He said that he loved her and promised never to betray her. It worked as he wished. Louise began to open her heart for him. Meanwhile Helen was also willing to get along well with Bagster as soon as Scobie died. She even did not mind his moving her towards the bed.

1. THE ANALYSIS OF THE CHARACTERS

1.1 The Protagonist (Henry Scobie)

In the early chapters of this novel Scobie appears to be a self confident and responsible man. Not only are these characteristics prominently stuck on him as the deputy commissioner of the police, but they also characterize him as a husband. We can see his responsibility to his job from his thoughts, deeds and the conversation of the other characters in this novel about him. He never takes bribes although his profession provides him many chances for it, for example his reaction to the event in which he caught the captain of the ship Esperanca hiding a letter in the lavatory of the ship. It broke law, and so Scobie should take the letter away, make a report on it and leave the letter to the censorship. But the captain tried to bribe him into silence. He offered him a large sum of money. At the time Scobie needed the money badly. However, he refused the offer immediately instead of taking it to fulfil his need.

'I have English pounds. I will give you twenty pounds...fifty.' He implored. 'A hundred ... that is all I have saved.'

'It can't be done,' Scobie said. He put the letter quickly in his pocket and turned away. The last time he saw the captain as he looked back from the door of the cabin, he was beating his head against the cistern, the tears catching in the folds of his cheeks. As he went down to join Druce in the saloon he could feel the millstone weighing on his breast. How I hate this war, he thought, in the very words the captain had used. (p. 50)

The plan to gain the money he needed even did not cross his mind when the captain offered it. The sense of loyalty and responsibility to the job had been well established so that he could take action almost mechanically without being interfered by his personal problem. And the discomfort he felt after he left the captain was not for missing the golden chance to gain the money but for sympathizing the captain's frustration. Scobie did not misuse his authority. Among all the subordinates, he was the only person the Commissioner could trust. Therefore it was him whom the Commissioner sent here and there to deal with complicated cases.

'They should have sent a younger man,' Wilson said.
'They never do. He's the only one the Commissioner trust.' (p. 76)

Meanwhile his responsibility to his wife became obvious in his determination and attempt to make her happy. Such an incentive grew from his feeling of guilt to Louise. He had indirectly dragged her into a hard life with the future he himself could not foresee. He believed that they would have had anything much better if he had let Louise decide their way of living.

He thought to himself, poor Louise, if I had left it to her, where should we be now? and he admitted straight away that they wouldn't be here - somewhere far better, better climate, better pay, better position. She would have taken every opening for improvement: she would have steered agilely up the ladders and left the snake alone. I've landed here, he thought, with the odd premonitory sense of guilt he always felt as though he were responsible for something in the future he couldn't foresee. (p. 17)

Besides, Louise's condition aroused his sense of pity and moved him to protect her. Louise's performance was unattractive. When Scobie found her in the bedroom under the mosquito net, she was completely 'out'; she reminded him of a dog or a cat. Her hair matted, her eyes closed. Her face had the yellow ivory tinge of atabrine and her hair which had once been the colour of bottled honey was dark and stringy with sweat. Scobie himself wondered how fifteen years ago he could think that she was beautiful. At the time her white skin did not remind him of an albino. The conversation between Harris and Wilson can also show Louise's unattractiveness.

'Hasn't he got a wife here?'
'Who? Oh, Scobie. Rather. He's got a wife. Perhaps if I had a wife like that, I'd sleep with niggers too,' (p. 14)

Surprisingly Scobie loved ugliness. It moved his sense of pity which then mingled with his feeling of love in such a way that he could not differentiate one from the other. This statement will be clearer as the analysis progresses.

These were the times of ugliness when he loved her, when pity and responsibility reached the intensity of a passion. (p. 21)

For Scobie, loving Louise did not only mean wanting to make her happy but also being responsible to maintain her happiness. Therefore he was willing to do almost anything to fulfil what she wanted. He realized that Louise was haunted by inferiority complex: feeling that there was no one who really loved her, not even Scobie.

She was depressed to face the fact that almost everybody rejected her friendship. Without knowing what was wrong with her, she could only let reality take its own course. Scobie was the only one she could depend on ; Hence, she was so afraid of losing him.

'Oh, Ticky, Ticky,' she said, 'you won't leave me ever, will you? I haven't got any friends - not since the Tom Barlows went away.' He lifted the moist hand and kissed the palm : he was bound by the pathos of her unattractiveness. (p. 27)

In fact Scobie did not need Louise for his happiness was having peace, being alone and absorbed in his job:

He had nearly everything, and all he needed was peace. (p. 57)

For he dreamed of peace by day and night. (p. 58)

Peace seemed to him the most beautiful word in the language. (p. 58)

He could be happy no more in the world than this - the grinding van, the hot tea against his lips, the heavy damp weight of the forest, even the aching head, the loneliness. (p. 80)

It seemed to Scobie later that this was the ultimate border he had reached in happiness: being in darkness, alone, with the rain falling, without love or pity. (p. 128)

However, the less he needed Louise the more conscious he became of his responsibility for her happiness. Every time Louise stated the result of her observation that Scobie did not love her, Scobie wanted to comfort her. The problem was that he knew that Louise would be happy if he convinced her of his love, but he was uneasy to tell her the feeling he himself did not know exactly. Unless there was another way out, Scobie told her the comforting lie. Just like ordinary human beings, Scobie could not guarantee love for ever. But he held the promise he swore fourteen years before, at Ealing that he would at least always see to it that she was happy. He was always ready to accept the responsibility for his actions. From the time he made his private vow that she should be happy, he had been half aware how far this action might carry him.

Knowing that Scobie had been passed over by the time the Commissioner retired, Louise was very ashamed. Moreover, rumours saying anything like "Scobie was in the pay of the Syrian, Scobie slept with black girls, etc.," had been circulating throughout the region. She was unable to show her face in public places feeling that everybody watched and laughed at her. She wanted him to resign his

job and then both of them left the place. But Scobie could not do that. He had been fifteen years working in that place. He would be lost anywhere else, even if he was given another job. Furthermore, being passed over, he would not get much of a recommendation. Louise then proposed retirement. But this also seemed to be unwise. The pension only would not be enough to live on. In despair she complained that she could not bear the people there; she wished that they could go to South Africa. At first Scobie did not really care about it. He thought that Louise would be all right again soon. But he was wrong. Before long he found her crying and sobbing out the unbearable depression she suffered from not having any friends except Wilson. Unfortunately, the Cape Station Club, to which Scobie and Louise belonged, considered this man undesirable and would not have him in it. This time Louise insisted on her need of a new atmosphere. She urged Scobie to send her to South Africa, where she had got some good friends. She would wait for him until he had left, while preparing a home for both of them there. Considering her serious misery, Scobie promised that somehow he would manage to realize her dream. What obstructed the process of realization was the financial problem. The sum of his salary and all his savings would still be insufficient for paying the cost of her

journey and living there. To solve this problem Scobie tried to borrow money from a bank where the manager knew him well enough. But this manager was stuck to the policy of the bank that he could not lend him so much money without an equal balance. If the bank could not lend him the money, there seemed to be no one else who was likely to be able to do it. In his confusion, there appeared an opportunity to get a half of the sum of money he needed. Scobie caught the captain of the ship *Esperanca* breaking law. Intending to bribe Scobie into silence, the captain offered him a large sum of money. But Scobie's sense of responsibility to his job forbade him to take it:

'I am a poor man, but I have enough money to spare ...' He would never have attempted to bribe an Englishman: it was the most sincere compliment he could pay to their common religion.

'I am sorry,' Scobie said.

'I have English pounds. I will give you twenty English pounds ... fifty.' He implored. 'A hundred ... that is all I have saved.'

'It can't be done,' Scobie said. He put the letter quickly in his pocket and turned away. (p.50)

While trying to comfort her and promised that he would find the way, he racked his brains for gaining the money. His stream of thought, however, always led him to the fact that there was only one man in the city capable of lending him and willing to lend him the two hundred pounds he needed, and that was the man he must not borrow the money from: Yusef - a Syrian shopkeeper. Unwillingly he reached the decision to tell her that he simply could not gain the money; and this meant that she must stay until his leave. But this decision did not stay for long. As soon as he found out that Louise gave up hope and accepted the fact bitterly, Scobie totally changed his decision. He promised that she could go for he had found the way.

'Darling, give up trying. It's better just to give up. Anyway, I had to let Mrs. Halifax know tomorrow. And I'm letting her know that I shan't be going.'

He spoke rapidly - he wanted the words out beyond recall. 'Write and tell her that you can go.'

'Ticky,' she said, 'what do you mean?' Her face hardened. 'Ticky, please don't promise something which can't happen. I know you're tired and afraid of a scene. But there isn't going to be a scene. I mustn't let Mrs. Halifax down.'

'You won't. I know where I can borrow the money.'

(pp. 92,3)

Scobie had in fact done something beyond his ability just for the sake of Louise's happiness. He borrowed the money from Yusef through business transaction. He did not want to create troubles by having a close personal relationship with this Syrian shopkeeper, whereas Yusef wanted just the opposite. The intention to drag Scobie into diamond smuggling was Yusef's motive for acting so kindly to him.

Scobie did not know exactly what it was, but he instinctively felt that Yusef wanted something out of him. Therefore he firmly restated their agreement on their transaction.

'Next major Scobie, I wanted to have a few words with you about diamonds.'

...

'... I'm not going to pretend that we haven't in a way become colleagues in a business, but my duties are strictly confined to paying you four per cent.'

(p. 99)

Scobie said slowly, 'Sooner or later, Yusef, I felt sure that you'd want something out of me. But you are going to get nothing but four per cent. ...'

(p. 100)

Being argued by logical reason, this time Yusef could do nothing.

Scobie hoped that Louise's departure would provide him with peace, but fate decided otherwise. His relationship with Helen Rolt totally changed his life. She impressed Scobie deeply at the first sight - that was after she survived a terrible shipwreck.

Scobie always remembered how she was carried into his life on a stretcher grasping a stamp-album with her eyes fast shut. (p. 115)

Her miserable condition aroused his sympathy. She was only nineteen. She was stranded in a foreign country after forty days and nights floating up and down the sea in an open boat. She was just married - before she sailed, and her husband was lost in the shipwreck. She was left with no one or nothing to hold but a stamp-album. It seemed to Scobie that she was underage to experience the wicked side of life.

It was the stamp-album and not the face that haunted his memory, for no reason that he could understand, and the wedding-ring loose on the finger, as though a child had dressed up. (p. 117)

This feeling of sympathy grew greater as he got along with the survivors of the shipwreck, one of whom was Helen. Looking at her gloomy expression and thinking that the stamp-album must ^{have} meant so much to her, he decided to give her some new stamps as soon as he got them.

He stood a minute looking down at her face. Like a fortune-teller's cards it showed unmistakably the past - a voyage, loss, a sickness. ... We'll have to find her some new stamps,' he said sadly.

His friendship with Helen began when they had a conversation while he helped her fix her light in a total black-out period. In fact they just talked silly aimless talk, but they became friends soon. Different from how the others treated her, Scobie paid attention to her without making her an object of pity. He asked her questions concerning anything about her and listened with sincere intense interest. He did not feel guilty at all about their closeness because for him Helen was just a child.

It seemed to him that he had not felt so much at ease with another human being for years - not since Louise was young. But this case was different, he told himself: they were safe with each other. He was more than thirty years older: his body in this climate had lost the sense of lust. (p. 151)

We can feel sure that Scobie considered Helen a child not only from his awareness of the difference of their ages, but also from his opinion about her physical appearance.

When she turned and the light fell on her face she looked ugly, with the temporary ugliness of a child. The ugliness was like handcuffs on his wrist. (p. 152)

The sense of security was also shared by Helen for there were many things that seemed to form an unabridged gap between them however close they were.

They both had an immense sense of security: they were friends who could never be anything else than friends - they were savely divided by a dead husband, a living wife, a father who was a clergyman, a game mistress called Helen, and years and years of experience. (p. 133)

The second time Scobie paid a visit to her, he brought her some new stamps which he had been collecting from everybody for a week. As he wished, those little things made her happy. Scobie's presence made her alive again. She told Scobie anything enthusiastically and expressed her feeling freely. She felt that Scobie accepted her just as she was, that Scobie wanted nothing out of her. This gave him a sense of achievement for he really wanted to comfort her, moreover he had decided to do something for her (giving her some new stamps). The result of his effort certainly made him happy. Her openness moved Scobie to act the same way in return. They could exchange their personal experience without reserve. They did enjoy their sincere friendship.

She lifted her worn, frank, childish face and said, 'I like you so much.'

'I like you too,' he said gravely. (p. 133)

The pattern of their relationship was like the one between a protector and a dependant. It had been one of Scobie's characteristics not to be able to stand looking at the others' misery. He just could not let the others down while he could do something to help.

It was impossible to think of her being saved from the sea and then flung back like a fish that wasn't worth catching. (p. 150)

Meanwhile Helen became stucked on him. She thought that Scobie was the only person who could understand, accept her as she was and treat her as an ordinary human being. Scobie had given her the basic need of life. Therefore she became so dependent on him.

She said, 'I don't know what I'd have done without you.'

'Everybody would have looked after you.'

'I think they are scared of me,' she said. (p. 148)

'My God, how good you are.'

'No.'

She said, 'I have a feeling that you'd never let me down.' (p.152)

What was spontaneously uttered by Helen began to bind him. Helen implicitly asked for his care and protection. Their relationship was no longer free; Scobie felt that he was under the obligation to realize her words.

The word came to him like a command he would have to obey however difficult. (p.152)

While they were talking intimately, Bagster knocked on the door. Helen was scared of this man. He had once stroked her leg in improper context in front of other people. So, this time he might plan to have a little sex with Helen. At the time Scobie was the only one she could get the protection from. And she had no hesitation in asking him for it.

Somebody knocked on the door and a voice said, 'Freddie Bagster. It's only me. Freddie Bagster,' cheerily.

'Don't answer,' she whispered, 'don't answer.' She put her arm in his and watched the door with her mouth a little open as though she were out of breath. He had the sense of an animal which had been chased to its hole. (p. 152)

Helen's expression showed nervousness and fear. She was only an ugly girl whom most people despised and were scared of. She felt that she was unexpected by everyone. But then Bagster who had once treated her impolitely, came. He might want to do nothing else but seduce this little woman.

And Scobie happened to be there when she needed a hero to save her from the 'villain'. He felt that he was cornered to have this event/experience. There seemed to be no other alternatives to take. Helen was his close friend and he would certainly not let her alone in time of trouble.

She stood pressed against him with her hand on his side. When the sound of Bagster receded, she raised her mouth and they kissed. What they had both thought was safety proved to have been the camouflage of an enemy who works in terms of friendship, trust and pity. (p. 153)

Bagster went away as she did not let him in. It was such a great relief for her that she did not think twice about kissing him. This chain of events happened all of a sudden, as though it took its own course. They did not indeed plan all of them. They only forgot that the flesh also belonged to them besides logic, goodwill, etc. As normal human beings,

they had passion. And the sense of safety they once had, failed when they had physical contact that aroused their passion in reality. From the very beginning of the act of kissing, they had realized that in fact they should not do it. Deep downⁱⁿ their hearts they admitted that in this case

they were phoneys who misused safety, friendship, trust and pity as excuses to justify their action.

This simple incident proved to be a long-tailed one. It totally changed his life. He was dragged from honesty into a chain of lies - something he had never dealt with before.

He began to think for both of them, carefully. Like a criminal he began to fashion in his own mind the undetectable crime: he planned the moves ahead: he embarked for the first time in his life on the long legalistic argument of deceit. If so-and-so ... then that follows. (p. 154)

Honesty had been so well established in him that he could not even tell a simple lie convincingly. We can see it from the event in which Wilson caught him moving between the Nissen huts, one of which Helen lived in, towards the road early one morning.

'I've been taking a walk,' Scobie said unconvincingly, 'I couldn't sleep.' It seemed to Wilson that Scobie was still a novice in the world of deceit: he hadn't lived in it since childhood, and he felt an odd elderly envy for Scobie, much as an old lag might envy the young crook his first sentence, to whom all this was new. (p. 160)

Although he could do it, Scobie's sense of responsibility did not allow him to leave Helen as if there were nothing happened between them. Being ready to accept the consequences of his deed he would not blame anyone else in this case.

The responsibility as well as the guilt was his - he was not a Bagster: he knew what he was about. (p. 154)

However, this put him in a dilemma. How could he compromise this sense of responsibility with his promise to preserve Louise's happiness? He had already been able to foresee how terrible his deed might take its consequences.

He had sworn to preserve Louise's happiness, and now he had accepted another and contradictory responsibility. He felt tired by all the lies he would sometimes had to tell: he felt the wounds of those victims who had not yet bled. (p.154)

In the first stage of their relationship Helen was satisfied enough with their back street love affair. As time went by, however, she wanted more than that. She was tired of his cautions and their being in hiding. She dreamt of leading a normal life with Scobie. Scobie certainly could not realize it. He should keep the secrecy of their relationship not only for the sake of its continuance but also for protecting Louise from shock and frustration.

'I don't care a bloody damn if people talk.' He recognized the hard swearing of the netball team.

He said, 'If they talked enough, my dear, this would come to an end.'

'You are not protecting me. You are protecting your wife.'

'It comes the same thing.'

'Oh,' she said, 'to couple me with - that woman.'

(p. 170)

Helen was incensed at his remark. She became cynical because Scobie involved Louise in their problem. She wanted Scobie to leave Louise and then marry her. Again, Scobie could not do that. He used his Catholicism as an excuse for it. Helen flew into a rage feeling that Scobie ridiculed her and considered her a fool. Scobie tried to convince her that he meant well by all he had done to her. But whatever he said seemed wrong to Helen. She was driven so mad by the misunderstanding that she chased him and asked him never to come back. He could not deny his feeling of relief facing the fact that Helen did not want his presence. It offered him the return of the peaceful life he always longed for.

... it occurred to him how much easier life might be if he took her at her words. He would go into his house and close the door and be alone again: he would write a letter to Louise without a sense of deceit: sleep as he hadn't slept for weeks, dreamlessly. Next day the office, the quiet going home, the evening meal, the locked door ... (p. 172)

In fact he would find no difficulty to leave her. No one could blame him if he did it, not even Helen. It was what indeed what Helen asked him to do. However, he was not able to carry it out as he knew that Helen needed him badly. Moreover if he was willing to sacrifice his own need, he could be of great help for her. He believed that Helen drove him away not from the bottom of her heart; she was just stirred up by her overflowing emotion. This consideration moved him to write a love letter to Helen.

... 12.35 a.m. Burnside, 5 September. He went carefully on, I love you more than myself, more than my wife, more than God I think. Please keep this letter. Don't burn it. I am trying very hard to tell the truth. I want more than anything in the world to make you happy. ... He wrote again, I love you. Forgive me, signed and folded the paper. (p. 173)

If there were not his signature added in the letter, people would hardly believe that it was written originally by Scobie. The letter shows that he was captured by his emotion. This was in fact not the way he usually wrote. In writing his diary, for instance, he never expressed his

emotion; what he wrote were just facts. So, the letter is a bit strange. If we trace back to the previous event, however, we will understand why he did it. Helen once complained to him,

'If you knew,' she said, 'how tired I get of all your caution. You come here after dark and you go after dark. It's so - so ignoble.' (p. 170)

Then she challenged him,

'Can't you ever risk a thing?' she asked. 'You never even write a line to me. You go away on trek for days, but you don't leave anything behind. I can't even have a photograph to make this place human.' (p. 170)

This remark implicitly shows that Helen wanted him to admit their relationship not only orally but also in writing. So, Scobie wrote the letter and signed it, because if he did not answer the challenge he was afraid of losing his dignity. He wanted to prove to Helen that he was a gentleman who dared to take that risky action. This argument will be clearer if we see what he thought after finishing the letter.

... she will never again be able to accuse me of caution. (p. 174)

Besides the sense of satisfaction for being able to defend his dignity, however, he experienced another contradictory feeling. He regretted having written that he loved Helen more than God. He himself did not know for sure whether or not it was true. What surely struck him was a sense of discomfort. Feeling that he had deserted God, he hurt himself. And the worse, he believed that God might also desert him in return.

Why did I write that? Why did I write 'more than God'? ... Even if it's true, why did I write it? The sky wept endlessly around him: he had the sense of wounds that never healed. He said softly aloud, 'O God, I have deserted you. Do you not desert me.' (pp. 173,4)

In this confusion he had no one to lean nor to share his problem with. He bore it all by himself thinking that others could not help him. Actually he knew what he should do - just leave Helen and return to the 'good life'. But the problem was that he could not do that. He was a man of pity who could not shut his eyes or his ears to any human need of him.

Could I shift my burden there, he wondered: could I tell him that I love two women: that I don't know what to do? What would be the use? I know the answer as well as he does. One should look after one's own soul at whatever cost to another, and

that's what I can't do, what I shall never be able to do. (p. 176)

Before he could make up his mind his feet had led him to the Nissen huts. On the way he was tempted to go back and finish completely their affair. He tried to justify what he wanted to do by using her words.

... I will go home : I won't creep by her tonight : her last words had been 'don't come back'. Couldn't one, for once, take somebody at their word ? ... I'd go back and go to bed, in the morning I'd write to Louise and in the evening go to confession : the day after that God would return to me in a priest's hands : life would be simple again. He would be at peace sitting under the handcuffs in the office. Virtue, the good life, tempted him in the dark like a sin. (p. 178)

While knocking at her door he still wished that he would be given a chance a good life again.

He knocked twice and the door immediately opened. He had prayed between the two knocks that anger might still be there behind the door, that he wouldn't be wanted. (p. 178,9)

He left the problem for Helen to solve because he began to be afraid of taking responsibilities of his action. If he (it was him who) decided to leave Helen, he would feel guilty when later he found her in misery. But if Helen herself told him to go away, he would have no responsibility to preserve her happiness.

Unfortunately Helen begged him to stay. She even asked Scobie to promise that he would never leave her whatever she said. Scobie did what she wished with a sense of despair, how great the consequence that would follow his promise.

'I told you to go away. Never pay any attention to me when I tell you to go away. Promise. '
'I promise,' he said with a sense of despair as though he were signing away the whole future. (p. 179)

At the time, he thought that Helen should be saved first. He knew that God's teaching forbade adultery, but he believed that God would understand his choice in dealing with his dilemma. It did not mean that he was against God, but it was his application of his love to God.

'I'll always come if you want me.'

'Will you ?'

'Always. If I'm alive.' God can wait, he thought : how can one love God at the expense of one of his creatures ? Would a woman accept the love for which a child had to be sacrificed ? (p. 179)

In this meeting Scobie felt how afraid of losing him Helen was. She thought that Scobie would not come anymore.

He wondered why she thought so, as he had said so much

about his affection to her in his letter. Therefore, he asked Helen about it. The answer was surprising. She never accepted his letter. Both of them became very upset foreseeing what disaster would come. He had written down everything in the letter : his feeling, his handwriting, his name and his signature. It was his carelessness to push it under her front door. But this realization came too late. Someone must have picked it up and kept it.

No one knew who this person was till one day he forced Scobie to do him a favour by using the letter.

Scobie became more unsettled with the arrival of Louise's telegram saying that she was on the way home. He was trapped by his own promise to Helen and Louise. His comforting words to Louise constituted an oath as ineffaceable as the vow by the Ealing altar. He knew that it was impossible to give both women happiness because happiness for one meant misery for the other . He had done his best so as to give them happiness and leave himself with peace. But he was a failure ; all his efforts went wrong. This brought him to despair. He did not know what else to do. Hence, he did not want to plan anymore.

'I don't want to plan anymore,' he said suddenly aloud. (p. 181)

Actually he was once a planner. Not only did he plan for himself, but also for the other. We can see it from Louise's comment on him.

' ... You made plans - for all of us.' (p. 24)
and from his conversation with Wilson,

'I wonder why you came out here,' Scobie said.

'You aren't the type.'

'One drifts into things,' Wilson lied.

'I don't,' Scobie said, 'I've always been a planner. You see I even plan for other people.' (p. 73)

Failures striking one after another had changed Scobie's attitude towards life. In the past he always believed that somehow he could overcome any problem he had. Such a belief gave him the spirit to try this and that, to struggle, to arrange a new strategy, if his effort failed. But then striking experiences caused him to hesitate whether the belief he had held was right. It seemed to him that whatever he did in solving the problems finally plunged him into a more complicated situation. He came to the conclusion that his death might be the best way out. It would be better for him to die than to give

Helen a n d Louise unhappiness.

'They wouldn't need me if I were dead. No one needs the dead. The dead can be forgotten. O God, give me death before I give them unhappiness.' (p. 181)

The idea of committing suicide crossed his mind. And then he had a dialogue in his mind. His clear conscience forbade him to do so. He had accepted the Church's teaching which considered it unforgivable sin, the final expression of an unrepentant despair. But he tried to justify his idea by putting forward Christ's teachings. Christ sometimes also broke his own laws for goodness sake. So, as long as it would bring goodness, happiness, it was all right. He even interpreted that Jesus himself intended the crucifixion.

Christ had not been murdered; you couldn't murder God : Christ had killed himself : he had hung himself on the cross as surely as Pemberton from the picture-rail. (p. 182)

Fortunately his sound common sense won this 'game' : you should not do that: there was no need to think about such a crazy idea unless you wanted to get hysterical. His sense of responsibility and pity would not let him surrender. He remembered that the two women's fate depended on his effort, Then he rose from despair, and life began again as usual.

No matter how neatly one hides his depravity, sooner or later people will finally discover it. This also operates on Scobie and Helen's love affairs. They were not as clever as they thought in keeping the secrecy of their relationship. Wilson, who was jealous of Scobie's reputation and ability to win Louise's heart (Wilson loved Louise), always kept an eye on him. He always tried to find the bad sides of Scobie so that he could attack Scobie as a revenge for his defeat. Scobie began to be aware of Wilson's suspicion about his relationship with Helen when he openly showed it in a party.

Again he was aware of Wilson looking from one to another of them, and Scobie drew desperately at his mind for any phrase that would end their dangerous solitude. (p. 185,6)

Besides Wilson, there was another person who actively tried to get advantage by leaking out Scobie's secret. This smart man was Yusef. He secretly paid Helen's boy to report to him all about Scobie's affair with Helen. Losing a small sum of money, Yusef got a great advantage in return. The loss of Scobie's love letter did no longer-

remain a mystery. It became clear as Yusef met him and told him that the letter was in his hand. It was Helen's boy who handed it to him. Using this letter Yusef blackmailed Scobie. He did not ask Scobie to 'buy' the letter with a large sum of money, but with what he called 'an act of friendship' : smuggling a package containing diamonds from a ship. Yusef knew that Louise was on the way home and he used this to threaten Scobie. If Scobie refused his demand, he would hand the letter to Louise as soon as she landed. Willy nilly Scobie agreed with it especially for the sake of Louise and Helen ; he did not matter much about himself. Scobie thought that it was the best solution for both sides : his and Yusef's. And yet, it brought him a very bad effect. He lost himself for having done something which was really contradictory to his own conscience, but unavoidable.

Once, pausing by a mirror, he saw poised over his own shoulder a stranger's face, a fat sweating unreliable face. Momentarily he wondered : who can that be ? before he realized that it was only this new unfamiliar look of pity that made it strange to him. He thought: am I really one of those whom people pity ? (pp. 193,4)

Scobie was indeed a man of pity, but it did not work for himself.

Pity smouldered like decay at his heart. He would never rid himself of it ... There was only one person in the world who was unpitiable - himself. (p. 170)

He had never pitied himself until the dilemma cornered him to choose one between two terrible alternatives. This was a tragical change of Scobie's view about himself. He was not half a man he ^{had} used to be. Scobie, who was self-confident, full of ideas, resolute, loyal both to his job and wife, had died. What was left was the Scobie who was plunged into despair, unwilling to plan anymore, ^{who} could not help himself and did not know whether there was someone who could lend him a helping hand.

Louise's return put him to a more difficult position because Louise was a devoted Catholic woman. She mattered much about their Catholicism. One of the first things she enthusiastically talked about on the first day of their reunion was going to the communion together the next day. She went on cornering Scobie by reminding him to go to the confession first. Scobie agreed with her plan, but he racked his brain about finding a reasonable excuse so as to avoid it. In confusion Scobie met Helen and told her his confusion. If he did not go to communion, Louise

would know that there was something seriously wrong with him. But if he did, he would feel very guilty to take God in mortal sin. It meant damnation. Helen could not see a thing to be worried about in this problem. For her, it was quite all right to confess it and then do it again, whereas Scobie could not do that unless he really regretted it and intended to give it up. Helen even accused him of using a pious reason as an excuse to leave her. After the discussion with Helen, Scobie felt worse for he was misunderstood. He convinced her that he had to think; that was all. Then he restated his promise that he would never leave her. Going home, he decided ^{to solve} _{was,} the problem himself. The nearer the time to go to the mass ^{was,} the more nervous he became. He just did not know what to do.

He felt as though he were being urged by a kindly and remorseless gaoler to dress for execution. (p. 204)

Just when they were about to go to church, an idea crossed Scobie's mind. He would pretend to get ^a sudden pain in his chest, ask Louise to give him a little brandy, drink it ... he would be saved. Church would not permit him to have the communion, as he had 'accidentally' ruined it with the brandy. He felt that God escaped him, but at the same time he was aware of the sense of exile. He felt that he was an outsider among the people in the church. They belonged to a different class from him. He thought that God would reject him; he did not deserve eternal peace.

Over there, where all these people knelt, was a country to which he would never return. (p. 205)

Scobie instinctively knew that Louise had 'smelt' his backstreet affair with Helen as she indirectly tried to ferret out his secret. One of the ways she used was asking him to go to Communion. She knew that Scobie was not an easy-going person, who could not disregard his mortal sin while having Communion. Scobie agreed to it at once so as not to make her more suspicious.

In fact Scobie was still tempted to return to good life. But he would leave Helen only if he believed that it was the best way he should take. If the condition were fulfilled, he would not bear the burden of feeling guilty. Therefore he desperately prayed to God for help : convincing him that he should save his own soul and God would have mercy on Helen.

He prayed for a miracle, 'O God convince me, help me, convince me. Make me feel that I am more important than that child. (p. 212)

'Make me put my own soul first. Give me trust in your mercy to the one I abandon.' (p. 212)

He had the same hope to the priest whom he would confess his sin to.

He wanted to say, 'Help me, Father. Convince me that I would do right to abandon her to Bagster. Make me believe in the mercy of God,' ... (p. 212)

In the confession the priest told him to promise^{to} God that he would stop his affair. However, the miracle and magical words he had been waiting for did not come. He still did not know whether his way was wrong, so he refused to promise. He had become tired of telling lies here and there; He would not cheat himself or God. Without intending to hurt Scobie, the priest refused him absolution. He could not forgive someone who had no real purpose of amendment. He bitterly realized that it was his persistence which prevented him from forgiving him.

All^{of} his experiences seemed to limit more and more his space to move that he was finally only left for his exploration the territory of despair. When God could not reach him, he knew that he would find no hope anywhere.

The second time Louise asked him to have Communion, he did not plan anything^{to} help himself although he wanted so much to miss it. He just expected a miracle to save him, but it did not happen. So, he could do nothing but take it. He was fully aware that he damned God by doing that, and yet he let it happen. He had become so tired of failures which followed him whatever he did that he would not try to find new ways.

But with open mouth (the time had come) he made one last attempt at prayer, 'O God, I offer up my damnation to you. Take it. Use it for them,' ... (p. 217)

On the day of All Saints, Louise indirectly forced him again to have Communion. A long period of frustrating failures had hardened his heart. He viewed the same action - having Communion - from different spectacles. This time he also realized that it was an act of damnation, but he, on the other hand, believed that it was better than sacrificing Louise for his own need. If Louise were not with him, he certainly would not take it. But it was an impossible condition. The fact was that Louise stayed with him and what was for him an act of damnation meant much

for her. So, there was no need to be carried away by sentiment. He did it just like one who lied for the sake of goodness.

This was the day of All Saints and he remembered how mechanically, almost without fear or shame, he had knelt at the rail this second time and watched the priest come. (p. 235)

He, in fact, did not like doing that, but he thought that he had gone so far away from God that it was impossible to return.

It seemed to him that he had rotted so far that it was useless to make any effort. God was lodged in his body and his body was corrupting outwards from that seed. (p. 235)

In his despair, the Commissioner of the Police told him that he was to succeed him in the next tour. If he had gained the promotion before he was so deeply trapped in a vicious circle, both he and Louise would have been very happy. In such a situation, the promotion then became an irony for him. He became cynical about it. Not only did it mean nothing for him, but the worse, it even made him regret his fate.

He thought: so all this need not have happened. If Louise had stayed I should never have loved Helen: I would never have been blackmailed by Yusef, never have committed that act of despair. I would have been myself still - the same self that lay stacked in fifteen years of diaries, not this broken cast.... I shall go now from damned success to damned success, he thought with disgust. (p. 219)

He felt that in the struggle of life the chain of problems which had close causality to each other slowly but surely cornered him. He was defeated by this hard life instead of overcoming the problem he faced in it. He was frustrated to see himself degenerating, losing his well-established firm personality, being ruined.

It seemed to him that he had no shape left, nothing you could touch and say: this is Scobie. (p. 237)

In such a condition he badly needed someone to understand him, to accept him as he was, to support him and to encourage him to live bravely instead of the heavy burden he took. And the most likely persons we expect to help him are those who have close relationship with him : Louise and Helen. They should have been his saviours. But this idea did not work. Scobie knew that Louise was a Catholic devotee who would not tolerate adultery or polygamy whatever the reasons. There was no

excuse reasonable enough to justify such a wrongdoing for her. Moreover, he believed that if he admitted his affair to Louise, it would do her more harm than good. She might be shocked and unable to accept the reality; On the other hand, Scobie tried to make her happy all his life. Sharing this problem with Louise would mean ruining what he had been working for all his life. Therefore he decided to keep it away from Louise. Meanwhile, Helen, who knew his problem more than Louise did, even made the situation worse. She knew it, but her naivety would not let her understand his feeling or his way of thinking. Her childish and sarcastic response made Scobie lose his temper. He had sacrificed his own soul to save this woman, and yet she considered him a hypocrite who used pious excuse to avoid his responsibility to their love affair. There was no use explaining to her how hard he had tried to do his best for both her and Louise, how depressed he was, feeling that he had done something far worse than murder, how downhearted he was for he could not see suffering and yet he caused it all the time. With the response which was full of accusation, Helen even plunged him further into despair. For a while he got hysterical but then it was receding as he realized that Helen was just a naive uneducated girl. This made him pity her again.

Scobie looked at the irony of his life bitterly. How could he feel so lonely having a wife beside him and a mistress who was at hand whenever he needed? The outside world, especially Bagster and Wilson, would envy him if they knew the fact: Bagster would envy him Helen and Wilson Louise. They would think that he got much fun from such a relationship, but he himself thought that no man had ever got less. He had never been so lonely before until he realized that he had no friend at all. There was no one with whom he could share his unbearable sorrow, not even with God.

There was nobody now to whom he could speak the truth. There were things the Commissioner must not know, Louise must not know, there were even limits to what he could tell Helen, for what was the use, when he had sacrificed so much in order to avoid pain, of inflicting it needlessly? As for God he could speak to Him only as one speaks to an enemy - there was bitterness between them. (p. 226)

In daily life, Scobie was always cautious; Speaking the truth could ruin not only him, but also Louise and Helen. The black sides of his life : having a mistress

outside marriage and being blackmailed by a Syrian diamond smuggler forced him to tell thousands of lies. He was aware that lots of people were interested in his affair as they might get advantages out of it. He also knew that some of them were already spying on him either directly or paying some boys good money for reports. This caused him to fall under suspicion to almost anyone.

It seemed to Scobie one of the qualities of deceit that you lost the sense of trust. If I can lie and betray, so can others. (p. 221)

To our surprise, he could not help suspecting Ali, his own boy who had proved his loyalty to him for fifteen years. But then he realized that it might be the effect of his self defence. He tried to justify or at least to comfort himself by looking for anyone of the same group. If one does something guilty, he will feel better to find that the others do so.

He thought: I know that Ali is honest: I have known that for fifteen years: I am just trying to find a companion in this region of lies. (p. 221)

In fact he was ashamed of himself for losing his trust to Ali without any evidence that could prove that he betrayed him. But he could do nothing about it. Realizing how much Ali knew about his affair with Helen and Yusef, Scobie was haunted by the fear that Ali could ruin him and his plan to save Louise and Helen.

He slammed the door again and thought, what a lot Ali knows, and he felt distrust of his boy moving again like fever with the bloodstream. He could ruin me, he thought: he could ruin them. (p. 228)

Suddenly he remembered Yusef, his blackmailer. He could expect help from this man. There was no need to go to great length to explain his problem. Yusef had known his back street love affair with Helen, and ^{by} using this very secret he forced Scobie to join him in diamond smuggling. To suspect Yusef in this case was quite out of question. They had cooperated in doing illegal business; they were in the same boat. It was unreasonable to think that a smart man like Yusef would leak out his secret. He would certainly not let the golden chance to get advantage of their cooperation pass. Scobie could trust this person. Furthermore, Yusef was already 'professional' in this world of deceit; Yusef was the most likely person to help him.

The little white building (Yusef's house - red.) magnetized him, as though concealed there was his only companionship, the only man he could trust. At least his blackmailer knew him as no one else did: he could sit opposite that fat absurd figure (Yusef - red.) and tell the whole truth. In this new world of lies his blackmailer was at home: he knew the path: he could advice: even help. ... (p. 230)

Scobie told Yusef his problem almost without reserve for Yusef gave him what he needed most: the willingness to listen to his problem and to understand his feelings. Scobie got a relief after he shared his long-depressed burden with Yusef.

He had the odd sense of having for the first time in his life shifted a burden elsewhere. And Yusef carried it - he obviously carried it. (p. 233)

Yusef who seemed to be a great true friend turned to be a wicked enemy later on. This began with his interference in 'helping' Scobie solve his problem with Ali. Scobie told him that he did not know for sure whether Ali was still trustworthy; Ali knew too much about his affair with Yusef and also his relationship with Yusef while he knew only a little about Ali. This fact worried him, but he did not know what to do. Therefore when Yusef asked him to leave the problem to him, Scobie did not refuse this help. Yusef promised that he not only could check Ali's loyalty to him, but also make him trustworthy. However, he did not talk a thing about the way he would use to carry out his plan. Every time Scobie asked him about it, he always avoided answering to the point. He just reassured that everything would be all right; He asked Scobie just to wait and see, not to ask him any questions. This made Scobie a bit restless. He felt that there must be something wrong in Yusef's way, but he could not predict what it was. He also thought that Yusef would not help him for nothing; Instinctively Scobie felt that Yusef wanted something out of him, but again he could not find the answer.

I came for help, he told himself, and I am being looked after - how, and at whose cost ? (p. 235)

As a cunning old fox, Yusef could immediately smell this bad atmosphere : Scobie's suspicion about his motives to help and the way he would use. He would not give Scobie a chance to go on with such a stream of thoughts. He tried to shift Scobie's attention to any other topics and he succeeded. Only after his plan was completely carried out did Scobie find the answer to his doubt. His intuition was right. It became clear then; Yusef helped him at the

cost of Ali's life. He ordered a man to murder Ali so that this boy could not leak out their business. If Ali did it, their joint-venture would come to ^{an} end, and the worse, the government might drag them to Court of Justice. This should not happen. For a man like Yusef, who based almost everything he did on business consideration, the decision to murder Ali came as easily as the idea of slaughtering animals. It did not make him feel guilty at all. The important thing was that he could be saved and continue his project with nothing to worry about. Ali's death would go with the wind; No one would investigate not even care anything concerning the death of nobody's black boy.

Scobie was shocked to find Ali, who had dedicated all his life to him faithfully, murdered cruelly : his neck had been slashed and slashed again. Scobie got hysterical. He was angry at the murderer and bore him a grudge. He promised that he would find the man who should be responsible for Ali's death.

He swore aloud, hysterically. 'By God, I'll get the man who did this,' ... (p. 238)

But then he was ashamed of himself realizing that in fact he was the indirect murderer of Ali.

He thought: I am the man. Didn't I know all the time in Yusef's room that something was planned ? Couldn't I have pressed for an answer ? (p. 238)

'I didn't cut his throat myself,' he said. 'But he died because I existed.' (p. 241)

This event depressed him so much. He thought that it was he who indirectly led Yusef to take such an uncivilized action. He was the source of the evil idea. Certainly he did not mean it, but his carelessness caused it and he could not forgive himself for that. He did not stop reflecting his behaviour until his feeling of guilt for Ali's death ^{stirred up.} He went to a larger scope: the responsibility of his action to God. For Scobie, what he did to his human fellows - whoever they were - meant what he did to God. Hence he felt terrible, realizing that God, through Ali, had given him the best things but he killed him in return.

Oh God, he thought, I've killed you: you've served me all these years and I've killed you at the end of them. God lay there under the petrol drums and Scobie felt the fears in his mouth, salt in the cracks of his lips. You served me and I did this to you. You were faithful to me, and I wouldn't trust you.
(pp 238, 9)

Scobie learnt a lesson from Ali's death. Good will meant nothing if it was not followed by a proper step. His carelessness proved to bring fatality to one of the persons he loved, Ali. He did not want such an event to happen again. In relation to this, he seriously determined to break off his affair with Helen. He intended to stop giving pain to both Helen and Louise. He could no longer see Helen suffer continuously from their back street affair and he believed that Louise would be seriously shocked if she found out that Scobie had betrayed her. He wanted no more victims after Ali. He would shut his eyes and ears to anything which might change his mind.

... he told himself, now, today, I am going to clean up, whatever the cost. Life is going to start again: this nightmare of love is finished. (p. 241)

At the same time Helen also decided to leave him for ever. So, Scobie would find no difficulty to bring about his decision. He did not need to go into great length explaining about it for Helen herself had been so resolute in her decision.

'You know,' she said, 'this is the end for us. I can't go on ruining you anymore. ... I've been thinking about this for weeks. I'm going to go away - right right away.' (p. 242)

She even tried to comfort Scobie with her belief of a better future for both of them.

'You want peace, dear. You'll have peace. You'll see. Everything will be all right.' She put her hand on his knee and began at last to weep in this effort to comfort him. (p. 242)

Don't worry about me. I'll be all right.' (p. 243)

But it was this very understanding and tenderness which moved Scobie's heart and shook his mind. The decision itself was unimportant. He tried to see what was behind it and what would come after it. Her words showed that she, in fact, was very pessimistic to lead a life without Scobie, but she disregarded her own misery as she believed that her sacrifice would bring Scobie back to a peaceful life. Scobie could not accept such a sacrifice. His decision was made to stop her suffering but then it seemed to him that it would give her more pain. She intended to leave him but she did not know where to. Her future was full of uncertainty. She would be lost with no one to hold. And the worst, she would know the whereabouts of Scobie, but she should always keep herself away from

him. This would put her to a mental torture. All of these led Scobie to the idea that his death might be the best way out.

He thought: how much easier it would be for her if I were dead. (p. 242)

He thought again: if I were dead, she would be free of me: one forgets the dead quite quickly ; one doesn't wonder about the dead - what is he doing now, who is he with? This for her is the hard way. (p. 243)

He lost the courage to live as every step he took seemed to ruin the ones he loved. All his good determination turned out to be just the opposite in realization. All went wrong so that he was afraid to move. What was life for ^{him}, then? Hopelessly he asked God to take away his life unless He wanted more misery and victims.

O God, he prayed, his hands dripping over the wheel, kill me now, now. My God, you'll never have more complete contrition. What a mess I am. (p. 243)

Believing that Helen would be more deeply sunk in misery if she left him at the time, Scobie insisted that their separation should be postponed. He calmed down Helen promising that he would find the way.

'Just leave it to me. I've got to think.' (p. 244)

He knew that the time to say goodbye would come at last, but he would not let it happen until he was sure that it would bring goodness to both Helen and Louise. And the only way that enabled this condition to come true was his death. As long as he lived, he carried with him the inevitable feeling of pity which always forbade him to leave any one of the two women. The problem was that his responsibility to one meant betrayal to the other, so a compromise would never be arrived at. And by letting such a situation go on and on he felt that he gave continuous blows to God. His death seemed to be the best answer to this problem. Then the problem was how to get the death. He actually preferred being killed by God to committing suicide. He had also asked God to do it.

Kill me. Put an end to me. Vermin don't have to exterminate themselves. Kill me. Now. Now. Now. Before I hurt you (God-writer) again. (p. 244)

But God did not answer. For how long should he wait? This problem was urgent; he had to solve it before it became too late. He would not risk anything that could fail this last hope of him. So, there was no other choice but committing suicide.

Before the lock had clicked he had made his decision. (p.244)

What decision Scobie had made is not stated, but the following events implicitly show it.

When Louise talked about Christmas enthusiastically and cheerfully, Scobie suddenly felt momentary hatred to her. It seemed to him that she was arranging his further damnation while everything was all right with her then ; she was so happy knowing that Scobie was going to be the Commissioner. He longed for the old Louise, a hysterical woman who felt the world laughing behind her back.

... let me pity you again, be disappointed, un-attractive, be a failure so that I can love you once more without this bitter gap between us. Time is short. I want to love you too at the end.
(pp 245,6)

The second and third sentences give us the impression that Scobie only had a little time left and he wanted to fill it with a feeling of love towards Louise. How did he know that his time was short? No one can ever know when death snatches. Besides, he had never had any serious problems of health until his middle age. It was unreasonable, therefore, to think that his death would come in the near future. Considering the two arguments above we can predict that Scobie had decided to commit suicide soon.

This prediction becomes stronger with the quotation below :

Hatred went out of him at the touch - she wasn't as successful as all that: she would never be married to the Commissioner of the Police. (p.246)

Scobie did not say 'she might never be ... Police' but 'she would never be ... Police'. This clearly shows that he did not predict, he knew the future. Such a certainty was only possible if he had already had a definite plan.

As his purpose of committing suicide was to preserve Louise' and Helen's happiness, he arranged everything which could support the purpose before carrying out his plan. One important step he took was trying to keep this plan a secret. The main reasons for it were:

- (a). he was afraid that Louise and Helen would feel guilty and downhearted if they knew the real fact (that he committed suicide). They might think that they had ^a great share in causing Scobie to take the action.

(b). if the insurance company found out that his death was not a natural one, it would not give Louise his right.

He thought, I have still got to be careful, so careful. If possible no one must even suspect. It was not only the question of his life insurance: the happiness of others had to be protected. It was not so easy to forget a suicide as a middle-aged man's death from angina. (pp. 248, 9)

To avoid people's suspicion that he did not die in the course of nature, he pretended to suffer from angina. He chose angina as it was a heart disease which could get one's life any day without an obvious symptom. Actually the idea of choosing this disease had crossed his mind when he looked up from an encyclopaedia at the word 'Angina'. He paid close attention to 'the character of the pain' and 'the behaviour of the patient' of this disease. And he used this knowledge to perform his pretence. In front of Louise he tried to imitate the behaviour of an angina sufferer and complained of the pain by saying the phrases he had memorized from the encyclopaedia.

He came stiffly across the room to her, imitating the bearing of a man who fears that pain may return again, and put his hand against his breast. (p. 246)

He said slowly, 'It's the pain. It's over now. When it comes - ' he remembered the phrase of the text book - 'it's like a vice.'

And the way he chose for committing suicide was taking an overdose of sleeping draughts for it would leave no suspicious track. However, buying such a medicine in a drugstore was not easy; usually we can only buy it if we take a prescription with us. Besides, if he managed to buy it and died not long afterwards, people would be suspicious. Considering the risks, he decided to take another way. He saw a doctor and complained to him about the pain an angina sufferer usually got, and insomnia. Certainly he pretended to know nothing about the disease. He, again spoke from memory the characters of the pain and then asked the doctor what was wrong with him. As he expected, the doctor, though he had not absolutely been sure yet, diagnosed his illness as angina for it has all the characteristics. While for the insomnia, the doctor in fact did not want to give any medicine because it had nothing to do with angina. But Scobie asked the doctor to consider his profession, and insisted that he needed sleeping draughts badly.

'It's important to me. Can't you give me something to take ? I'm all right when once I get to sleep, but I lie awake for hours, waiting.... Sometimes I'm hardly fit for work. And a policeman, you know, needs his wits.' (p. 247)

As his insistence sounded reasonable, the doctor gave him what he wanted.

Still in relation to his effort to hide his secret, he complained to Helen and tried to convince Louise about his insomnia. Below is the conversation between Scobie and Helen, which is followed by another between Scobie and Louise.

'... I couldn't sleep.'
'You can always sleep. I've never known such a sleeper.' (p. 244)
'You must see a doctor, Ticki.'
'I'll see him tomorrow. I was going to anyway because of my sleeplessness.'
'Your sleeplessness? But, Ticki, you sleep like a log.'
'Not last week.'
'You're imagining it.'
'No, I wake up about two and can't sleep again - till just before we are called. Don't worry. I'll get some tablets.' (p. 246)

And to make the plan more perfect, he 'betrayed' his diary, something to which he had never lied before. He wrote there:

Slept very badly. Bad night. Sleeplessness continues.
(p. 247)

While in fact he was already very sleepy.

But already, exhausted by the day and by all the plans that he had to be laid, he was near to nodding at the table. (p. 246)

He did this lie to prevent the insurance inspector from suspecting the cause of his death.

He read the entries over carefully: they would be read later by the coroner, by the insurance inspectors. (p. 247)

And he went on recording lies of that kind to make people believe that he really suffered from insomnia and angina.

3 November. ... Much better night as the result of Evipan. (a kind of sleeping draughts - red.)

4 November. Went with Louise to 7-30 Mass but as pain threatened to return did not wait for Communion. ... Another good night as results of Evipan.

6 - 10 November. First time I've failed to keep up daily entries. Pain has become more frequent and unwilling to take on any extra exertion. Like a vice. Lasts about one minute. Liable to come on if I walk more than half a mile. Last night or two have slept badly in spite of Evipan, I think from the apprehension of pain. (p. 251, 2)

Scobie had studied the directions of the sleeping draughts. He did not know what a fatal dose might be, but he was sure that he would be safe if he took ten times the correct amount. So, every night for nine nights he removed a dose and kept it secretly for use on the tenth night.

While he was waiting for the tenth night, Scobie got a complicated conflict in his mind. A voice in his mind justified his plan. He believed that his death would be the best solution of the problem for all: Helen, Louise and God.

I can't desert either of them while I'm alive, but I can die and remove myself from their bloodstream. They are ill with me and I can cure them. And you too God - you are ill with me. I can't go on, month after month, insulting you. I can't face coming up to the altar at Christmas - your birthday feast - and taking your body and blood for the sake of a lie. You'll be better off if you lose me once and for all. I know what I'm doing. I'm not pleading for mercy. I am going to damn myself, whatever that means. I've longed for peace and I'm never going to know peace again. But you'll be at peace when I am out of reach. It will be no use then sweeping the floor to find me or searching for me over the mountains. You'll be able to forget me God, for eternity. (pp. 249, 50)

However, no one can speak a monologue for a long time; another voice will make itself heard. So, Scobie could not shut his ears from another voice in his heart: his clear conscience. It was as if God spoke to him.

You say you love me, and yet you'll do this to me - rob me of you for ever. I made you with love. I've wept your tears. I've saved you from more than you will ever know; I planted in you this longing for peace only so that one day I could satisfy your longing and watch your happiness. And now you push me away, you put me out of your reach. There are no capital letters to separate us when we talk together. I am not Thou but simply you, when you speak to me; I am humble as any other beggar. Can't you trust me as you'd trust a faithful dog? I have been faithful to you for two thousand years. All you have to do now is ring a bell, go into a box, confess... the repentance is already there, straining at your heart. It's not repentance you lack, just a few simple actions: to go up to the Nissen hut and say good-bye. Or if you must, continue rejecting me but without lies anymore. Go to your house and say good-bye to your wife and live with your mistress. If you live you will come back to me sooner or later. One of them will suffer, but can't you trust me to see that suffering isn't too great? (p. 250)

And the first voice replied to this argument hopelessly:

No. I don't trust you. I love you, but I've never trusted you. If you made me, you made this feeling of responsibility that I've always carried about like a sack of bricks. I'm not a policeman for nothing - responsible for order, for seeing justice is done. There was no other profession for a man of my kind. I can't shift my responsibility to you. If I could, I would be someone else. I can't make one of them suffer so as to save myself. I'm responsible and I'll see it through the only way I can. (pp. 250, 1)

His clear conscience persuaded him to try again and throw away his plan.

So long as you live, the voice said, I have hope. There's no human hopelessness like the hopelessness of God. Can't you just go on, as you are doing now? the voice pleaded, lowering the terms every time it spoke like a dealer in a market. It explained: there are worse acts. (p. 251)

But Scobie refused to reason with it. He had made up his mind and did not want to have any discussion on this subject.

But no, he said, no. That's impossible. I love you and won't go on insulting you at your own altar. You see it's an impasse, he said, clutching the package in his pocket. He got up and turned his back on the altar and went out. (p. 251)

The conversation between two voices in his heart depressed him so much,

Only when he saw his face in the driving mirror did he realize that his eyes were bruised with suppressed tears. (p. 251)

as deep in his heart he admitted that he was wrong but he could not make himself follow his clear conscience. This is the real reason of his unwillingness to let the two voices in his heart argue. He, however, could only shut up his conscience for a while; it came again and again without being invited. It persuaded him to change his mind and use his sound common sense.

I can't believe that I'm going to do this. Presently I shall get up and go to bed, and life will begin again. Nothing, nobody can force me to die. (p. 254)

Scobie was drifted here and there by the complicated conflict in his mind. In chaos, he asked God to give him conviction that the way he took was right.

I can't give her pain, and I can't go on giving you pain. Oh God, if you love me as I know you do, help me to leave you. Dear God, forget me, ... (p. 254)

But God would not do that. In the last minutes of his life, God through his conscience still tried to prevent him from carrying out his plan.

Solitude itself has a voice. It said to him. Throw away those tablets. You'll never be able to collect enough again. You'll be saved. Give up play-acting. Mount the stairs to bed and have a good night's sleep. In the morning you'll be woken by your boy, and you'll drive down to the police station for a day's ordinary work. The voice dwelt on the word 'ordinary' as it might have dwelt on the word 'happy' or 'peaceful'. (p. 256)

Being unable to bear the conflict in his mind, he quickly swallowed the twelve doses of Evipan (he had added two more doses for greater certainty of the result) in two draughts.

'No,' Scobie said aloud, 'no.' He pushed the tablets in his mouth six at a time, and drank them down in two draughts. (p. 256)

Then Scobie opened his diary, wrote a few words against 12 November, and broke abruptly off as though at that moment he had been gripped by the final pain. Dying, he tried to pray, but the Hail Mary evaded his memory; he tried out an act of contrition, but he could not remember what it was that he had to be sorry for. He found himself lost in a strange world until he did not feel his body when it struck the floor. That was the end of Scobie's life.

Observing the analysis of Scobie's character above, we can conclude that Scobie is a round character. This is in accordance with Perrine's theory saying that a round character is complex and many-sided.¹ We cannot characterize Scobie by only one or two traits. He requires an essay for full analysis.

In short, the roundness of Scobie's character can obviously be noted by the following changes:

- | | |
|--|--|
| from a man who | to the one who |
| 1. was self confident | 1. lost his personality. |
| 2. never pitied himself | 2. was ashamed of and thus pitied himself. |
| 3. was loyal to his job | 3. joined Yusef in diamond smuggling. |
| 4. always planned either for himself or the others (was a man of plan) | 4. gave up planning. |
| 5. promised and always tried to preserve Louise's happiness | 5. accepted another contradictory responsibility to Helen. |

1). Perrine, 1974, p. 69

- | | |
|--|--|
| 6. felt guilty to take God
(to have Communion) in
mortal sin | 6. did it mechanically,
as a habit. |
| 7. trusted people who were
worth trusting | 7. lost the trick of
trusting anyone. |
| 8. thought that he would
never commit suicide | 8. could not help
doing it. |

1.2 The Antagonists

1.2.1 Louise Scobie

Louise, Scobie's wife, was a woman who suffered from inferiority complex. She did not know what was wrong with her but she felt that no one loved her.

She said, 'But they don't like.' (p. 27)

'T i c k i (Scobie-writer), why won't they like me ?' (p. 41)

The only person who was very kind to her was Scobie. He always tried to comfort her by convincing her that she did have friends, although he in fact knew that her feeling was right.

'My dear, how absurd you are. I've never known anyone with so many friends.' He ran unconvincingly on. 'Mrs. Halifax, Mrs. Castle ...' and then decided it was better after all not to list them. (p. 27)

'Don't be silly, darling. It's just the heat : it makes you fancy things. They all like you.' (p. 41)

Scobie also tried to lift up her dignity by showing off his gentle appreciation to her publicly.

He lifted her hand and kissed it : it was a challenge. He proclaimed to the whole club that he was not to be pitied, that he loved his wife, that they were happy. (p. 32)

Scobie's kindness and affection in the world that rejected her really meant so much for her. As the result, she became mentally dependent on him.

'Oh, Ticki, Ticki,' she said, 'you won't leave me ever, will you ? I haven't got any friend - not not since the Tom Barlows went away.' (p. 27)

'Ticki, I've got nothing except you,' (p. 57)

Louise wanted to be always with him. But she changed her mind after knowing that Scobie had been passed over; he was not going to be the commissioner of the police in West Africa. She was ashamed of this fact and thought that everyone would keep talking about them and kept an eye on her.

Louise said, 'Do you think they all know by this time ?'

'Know what ?'

'That you've been passed over.' (p. 27)

....

'They'll all be waiting there,' she said, 'just waiting for me to walk in I never want to come to the club tonight. Let's go home.' (p. 27)

Being unable to stand the people there, Louise insisted that she should go to South Africa. There stayed some of her friends. While in West Africa, where they lived

then, she felt that she did not have any. Scobie reminded her of her relationship with Wilson. Scobie thought that Louise found a friend in Wilson. They had something in common with one another : poetry. Scobie also knew that Louise could be friendly to Wilson because she considered him a new comer who knew nothing about the situation there, so there was no need to be ashamed.

.... Scobie realized with relief that she was going to be kind to the poor devil.(Wilson-writer).....
A n y n e w face that didn't 'know' was welcome.
(p. 30)

Louise admitted that the friendship with Wilson itself made her happy. But it came to nothing as Wilson was also rejected by the members of the club. So, the two friends were in the same boat. People must have been laughing about them, that was what she thought of. And she could not bear it.

'Oh, Ticki, Ticki. I can't go on.'

'I thought you were happy tonight.'

'I was - but I think of being happy because a U.A.C. clerk was nice to me. Ticki, why won't they like me ?

'Don't be silly, darling. It's just the heat : it makes you fancy things. They all like you.'

'Only Wilson,' she repeated with despair and shame and began to sob again.

'Wilson's all right.'

'They won't have him at the club. He gate-crashed with the dentist. They'll be laughing about him and me. Oh, Ticki, Ticki, please let me go away and begin again. (pp. 41,2)

Louise believed that her plan to go to South Africa was good not only for her but also for Scobie. Louise was a good observer; she knew that Scobie in fact did not love her.

Louise said, 'I've known it for years. You don't love me.' (p. 56)

The fact that Scobie always tried to preserve her happiness by treating her so well, comforting her, attempting to give what she wanted, etc. rooted from his sense of duty, the duty of a responsible husband who had promised to do so on his wedding ceremony.

'You don't love anybody.'

'Is that why I treat you so badly ?' He tried to hit a light note, and it sounded hollowly back at him.

'That's your conscience,' she said sadly, 'your sense of duty.' (p. 57)

Therefore, if Louise went away, he would no more bear the burden of this sense of duty, would be at peace with himself.

'Ticki, I've got nothing except you, and you've got-nearly everything.'

'And yet you want to go away from me.' he said accusingly.

'Yes,' she said, 'I know you aren't happy either. Without me you'll have peace.' (p. 57)

Scobie had promised that he would somehow be able to get the money ^{for her passage,} but every time Louise asked him the result of his effort, he always asked Louise to be patient.

V Louise got angry with him about this. She considered him a coward, she wanted Scobie to tell the truth. Observing the way Scobie always tried to avoid her question about it, she instinctively knew that Scobie could not find the money.

'Ticki, why are you such a coward ? Why don't you tell me it's all off ?'

'All off ?'

'You know what I mean - the passage. You've been talking and talking since you came in about the Es-peranga. There's a Portuguese ship in once a fortnight. You don't talk that way every time. I am not a child, Ticki. Why don't you say straight out - "You can't go". (p. 55)

But Scobie always succeeded in calming down her temper and making her believe in his promise again. Failures coming one after another, however, slowly but surely led Louise to the conclusion that the money simply could not be found. So, she should stay.

She knew that Scobie could not see her disappointed, whereas she actually preferred hearing the truth to keeping an empty hope. Therefore, she took the initiative in talking about it openly. First, she asked Scobie whether he had found the way to get the money. He answered that he had not done it yet, and again he went round and round to comfort her and give her hope. But this time Louise did not need it; she had learned to accept the reality. She even pitied Scobie and tried to comfort him.

'Poor dear,' she said, 'don't worry,' and put her hand against his cheek. 'You're tired. You've had fever. I'm not going to bait you now.' Her hand, her words broke through every defence : he had expected tears, but he found them now in his own eyes. 'Go to bed, Henry,' she said. (p. 91)

'Listen, dear,' she said. 'You are not to worry any more. I've baited you and baited you. It's like fever, you know. It comes and goes. Well, now it's gone - for a while. I know you can't raise the money. It's not your fault. If it hadn't been for that stupid operation ... it's just the way things are.' (p. 92)

Louise had decided to give up hoping. As the concrete step of her decision she wrote a letter to Mrs Halifax saying that she would not go.

'What's it all got to do with Mrs Halifax ?'

'She and another woman have a two-berth cabin in the next ship and the other woman's fallen out. She thought perhaps I could slip in-if her husband spoke to the agent.'

'That's in about a fortnight,' he said. (p. 92)

Scobie still intended to use this chance to try again.

But Louise asked him not to attempt impossibilities.

'Darling, give up trying. It's better just to give up. Anyway, I had to let Mrs Halifax know by tomorrow. And I'm letting her know that I shan't be going.' (p. 92)

The sense of failure deepened in him. He was just unable to see her in misery; he had determined to preserve her happiness. So, without thinking twice he told Louise to write and tell Mrs Halifax that she would go. Louise at first did not believe it. She even got a bit angry for she did not want to be treated as a child who could be pleased by an empty promise.

'Ticki,' she said, 'what do you mean ?' Her face hardened. 'Ticki, please don't promise something which can't happen. I know you're tired and afraid of a scene. But there isn't going to be a scene. I mustn't let Mrs Halifax down.' (p. 93)

But when she knew that Scobie could really get the money, she certainly became happy.

Just when Louise was about to go on board, Wilson met her sadly. He knew that Louise would go away but he did not think that the time was that close. He was disappointed that Louise did not tell him about it. But Louise thought it was just all right. She did not consider him a close friend.

'You never told me it was close like this.'

'I forgot,' Louise said, 'there was so much to do.' (p. 94)

Louise could feel that Wilson fell in love with her, but she did not care. Louise, who loved honesty, even hated his expression of love, which seemed phony to her.

'I never thought you'd really go. I wouldn't have known if I hadn't run into Halifax at the agent's.'

'Oh well,' Louise said, 'you and Henry will have to keep an eye on each other.'

'It's incredible,' Wilson said, kicking the dusty road. He hung there, between them and the house, not stirring to let them by. He said, 'I don't know a soul, but you and Harris (his room-mate - writer) of course.' (p. 94)

'Poor Wilson,' he (Scobie-writer) said, 'I think he's in love with you.'

'He thinks he is.'

'Ticki,' she said, 'I shouldn't see too much of him. I wouldn't trust him. There's something phony about him.'

'He's young and romantic.'

'He's too romantic. He tells lies. Why does he say he doesn't know a soul?'

'I don't think he does.'

'He knows the commissioner. I saw him going up there the other night at dinner time.' (pp. 94,5)
In fact, it was hard for Louise to leave Scobie as she had been so dependent on him, but she did it as she could no longer bear the people and the place where she lived.

We do not know what happened to Louise in South Africa for it was not told in the novel. The first news about her that we hear after her departure was her telegram to Scobie saying,

Have written am on my way home have been a fool stop love. (p. 180)

Actually the main and real reason of her return was not her feeling like a fool without Scobie in South Africa, but she had heard about Scobie's love affair with Helen Rolt from Mrs Carter .

'Did you know all the time about her (Helen-writer) ?' Wilson asked.

'It's why I came home. Mrs Carter wrote to me. She said everybody was talking. Of course he never realized that. He thought he'd been so clever ... ' (p. 260)

It was very kind of Louise not to act emotionally towards Scobie after hearing his love affair. She pretended to know nothing about it for she had not had any proof yet. Louise even looked very cheerful to meet Scobie when he fetched her from the port. She invited Scobie to come inside her cabin, where they could be alone, to do kissing.

When once he was within the cabin there was nothing to do but kiss. He avoided her mouth-the mouth reveals so much, but she wouldn't be content until she had pulled his face round and left the seal of her return on his lips. 'Oh my dear, here I am.' (p. 197)

'They've all been so sweet,' she explained.
'They are keeping away, so that I can see you alone.' (p. 198)

'I was a fool to go away, darling.' (p. 198)

Louise viewed this tempest in her marriage-life not only from the side of Scobie's fault, but from her former attitude as well. She was afraid that it made him unhappy and caused him to search for happiness outside their marriage. Therefore, she made

many resolutions which she thought could improve their relationship.

'Darling,' she said, 'I've made a lot of resolutions while I've been away. Everything now is going to be different. I'm not going to rattle you any more.' She repeated, 'Everything will be different,' (p. 198)

When Scobie asked her the reason of her return, she kept pretending to know nothing about his backstreet affair and answered it diplomatically.

'You haven't told me yet what made you ...'
'Darling, you'd laugh at me. It was so silly. But suddenly I saw what a fool I'd been to worry about the Commissionership. I'll tell you one day when I don't mind your laughing.' (p. 199)

'Do you know one thing that worried me? I was afraid you wouldn't be much of a catholic without me around, keeping you up to things, poor dear.' (p. 199)

Using this last reason, she asked Scobie to go to Communion together the day after.

'Oh, Ticki,' she pulled herself quickly up and said, 'Henry, darling, you'll think I'm very sentimental but tomorrow's Sunday and I want us to go to Communion together. A sign that we've started again-in the right way.' (p. 199)

Being unable to find an excuse to refuse it at once, Scobie had no other choices but agreed to it. And she cleverly used Scobie's own words, saying that he had hardly been at Mass, to drag him into the Confession first. We can see that Louise had a great tact in dealing with this problem. She indirectly forced Scobie to end his affair with Helen without causing offences; she believed that Scobie was unlikely to go to Confession and start over again; he was honest and held tightly his promise.

Later on, however, Wilson told her that at the time she thought Scobie to be in the Confession, he was in fact meeting Helen.

'.... Louise, I've seen him come away from her hut at two in the morning. He was up there yesterday afternoon.'

'He was at Confession.'

'Harris saw him.' (p. 209)

This conversation took place in Louise's house when Wilson visited and brought her his poem which was dedicated to her. Before handing his poem to Louise, he asked her to have a walk with him. He wanted to satisfy his nostalgia by visiting again the place which reminded him to Louise and left sweet memory to him: the old station where they once kissed. Louise refused his invitation and responded

coldly to his nostalgic feeling as for her there was nothing special in it.

'I was wondering whether you'd like a walk.'
'It's too hot, Wilson.'
'I haven't been up there, you know, since ...'
'Up where ?' He realized that for those who do not love time never stands still.'
'Up at the old station.'
She said vaguely with a remorseless lack of interest, 'Oh yes ... yes, I haven't been up there myself yet.' (p. 206)

Louise also never expected Wilson to dedicate a love poem to her for she wanted nothing more than just friendship for him. Therefore, when Wilson said that he loved her, Louise immediately answered,

'Oh, no, Wilson,' ... 'no. You don't. It's just coast fever.' (p. 207)

But Wilson persisted in expressing his feeling of love to her. As the result, they were involved in an argument. Louise considered him too exaggerating, childish and ingenuine.

'... We don't die for love, Wilson - except, of course, in books. And sometimes, a boy play - acting. Don't let's play-act, Wilson - It's no fun at our age.'
(p. 207)

This remark certainly offended and aroused his anger. They found no agreement as both of them held their own opinion. Wilson got hot over the argument that he spoke a bit rudely and cynically to her. He tried to get advantage from this bad atmosphere by talking about another sensational topic: Scobie's affair with Helen. His purpose was plain; he wanted to show Louise that her beloved husband was not as good as she thought to be. That was an indirect way to say that he was better than Scobie and he was more worth loving.

'All the same you came back.' His face lit up with wicked inspiration. 'Or was that just jealousy ?'
She said, 'Jealousy ? What on earth have I got to be jealous about ?'
'They've been careful,' Wilson said, 'but not as careful as all that.'
'I don't know what you are talking about.'
'Your Ticki and Helen Rolt.' (p.207)

As soon as she heard Wilson call Scobie Ticki, she struck at his cheek, but missed it and got his nose which began to bleed instead. This incident shows that Louise still loved Scobie though she had heard the gossip about his affair. Or if it was not love which led her to give Wilson a lesson, at least we could call it a great sense of belonging. She felt insulted and flew into a temper

hearing Wilson mention Scobie's name dishonourably. No matter what Scobie had done, she did not want anyone to mock him. But Louise could soon control her emotion. She gave him her handkerchief to rub out the blood in his nose, said sorry for having hurt him, and tried to help him stop the running blood from his nose.

'I really am sorry. I've got a vile temper. This will cure you, Wilson.' (p. 208)

Wilson was smart, he used this good moment to convince her of his love.

He said obstinately, 'Nothing will cure me, Louise. I love you. Nothing,' bleeding into her handkerchief. (p. 208)

Wilson's strategy proved to work a little. Louise did not argue about it severely anymore; she began to question the truth of Wilson's words.

'How strange,' she said, 'it would be if it were true.'

'I mean,' she explained, 'if you were one of those people who really love. I thought Henry was. It would be strange if really it was you all the time.' (p. 208)

Wilson did not let Louise's wonder pass by uselessly. He soon continued to influence her mind in order that she became unsure of Scobie's love and began to consider his love. The way Wilson chose to get this effect was talking again about Scobie's affair. Of course this topic aroused Louise's curiosity and fished many questions from Louise. Such a conversation brought many advantages to Wilson as he could show Louise how Scobie had betrayed her. While they were having conversation on that topic, Scobie came so that they stopped at once.

After Wilson went away, Louise explained to Scobie that Wilson wanted to make love to her. Then, hoping that it would be able to fish a bit truth from Scobie, Louise asked him to state his opinion about it.

'Henry, do you never get furious at anyone? Don't you mind him making love to me?' (p. 210)

But Scobie did not eat her bait. He did not get angry with Wilson, and he could answer Louise's questions diplomatically and calmly so that Louise could not draw any conclusion from it.

He said, 'I'd be a hypocrite if I were angry at that. It's the kind of thing that happens to people. You know, quite pleasant normal people do fall in love.'

'Have you ever fall in love?'

'Oh, yes, yes.' He watched her closely while he excavated his smile, 'You know I have.' (p. 210)

Wilson's information about Scobie reminded Louise of an event in the morning of the day. Just when they were about to go to Church Scobie cancelled his plan to have Communion together with Louise because he had ruined it with brandy. It looked like an accident : Scobie suddenly got pain in his chest and he asked for a little brandy to ease the pain. This event aroused Louise's suspicion because as long as she knew, Scobie did not suffer from heart disease. He might have been in mortal sin that he was afraid to have Communion. To check its truth Louise frankly asked him about it,

'Henry, did you really feel ill this morning?'

'Yes.'

'It wasn't just an excuse?'

'No.' (p. 210)

By using Scobie's answer 'No.', Louise could make him agree to go to Communion the day after. And that day Scobie went to Confession so that Louise could believe in him again. Still in trying to get this purpose, in the morning the day after Scobie went to Mass together with her and also had Communion. In fact Louise had given him two chances to escape from it, but he did not take it. The first chance was offered before they went to Mass.

'Darling,' she said, 'if you aren't well, stay where you are. I don't want to drag you to Mass.' (p. 214)

And the second one before Communion.

Louise touched his hand. 'Dear, are you well?' (p. 216)

Scobie was right to consider the two chances as traps. If he took the excuses she offered, her suspicion would grow stronger, whereas if he did not use it he could expect the return of Louise's belief in him. The latter, however, brought with it a hard consequence. It would put him into a dilemma: he should end his affair with Helen or he might go on with it, but it meant that he offered up his damnation to God. Louise was happy to see Scobie let the chances go by. She thought that if Scobie dared to take God in Communion, he should have confessed his sin, regretted it, had a real purpose of amendment and promised to do the best he could to avoid it.

'... he nearly convinced me —that it was finished. Going to Communion the way he did.' (p. 260)

Louise was overflowed by the feeling of happiness that she could not see how much depressed Scobie had been. She did not realize that by 'forcing' Scobie to have

Communion again and again, talking enthusiastically about Christmas and other beautiful things she only plunged Scobie more and more deeply into despair.

Louise was not shocked to hear that Scobie suffered from angina and he might break down at any moment because lately he had often complained about the pain which was the characteristic of the disease. And his very condition required retirement; It meant that he was not going to be Commissioner. As she had promised to Scobie when she arrived from South Africa, she did not worry about the Commissionership any more. She had been prepared to accept the reality that Scobie was not to succeed the Commissioner. Instead of regretting or complaining about it, she began to discuss where they would live for the rest of their life and how to manage it.

'I don't want a suburb,' Louise said. 'What I'd really like would be a weather-board house in Kent, so that one can get up to town quite easily.'

He said, 'Of course it will depend on what we can afford. My pension won't be very large.'

'I shall work,' Louise said. 'It will be easy in wartime.'

'I hope we shall be able to manage without that.'

'I wouldn't mind.' (p. 254)

The conversation above shows that Louise was still high-spirited to lead a life which was far different from the one she actually dreamed of. She changed a lot since the resolution she had made. No more did she feel depressed, think that the world laughed behind her, want anything beyond reach. She had learned to accept reality and enjoy life as it was. She wanted to improve her behaviour and start again their marriage-life in a right way. But it came too late. Scobie had been so frustrated that he was willing to do nothing but commit suicide. Scobie certainly kept it a secret and carried it out neatly so as to make Louise believe that he died of angina. And Scobie got his purpose.

Louise's direct response towards Scobie's death was not told in this novel. She appeared three days after the funeral. To our surprise, there was no sign indicating that she had been shocked or depressed. She seemed to be able to accept Scobie's death without much difficulty. Such a strength might be gained after she found out from his diary that by the end of his life he still continued his affair with Helen. She was very disappointed to find out

that Scobie whom she did love betrayed her. She could hardly believe that Scobie, who had gone to Confession and had Communion, dared to go on keeping a mistress outside his marriage. This fact might enable her to let him pass away peacefully.

'It's odd how easily I can talk about him,' Louise said, 'now that he's gone. Yet I did love him, Wilson. I did love him, but he seems so very very gone.'
(p. 260)

The nightmare of Scobie's "love" made Louise a bit cynical about anything concerning love. But she also realized that it might be like a fever, it came and it went; or in other words, she might be in cynical frame of mind.

...., 'Wilson said, 'and I love you.'
'How glibly you use that word, Wilson.'
'You don't believe in me?'
'I don't believe in anybody who says love, love, love. It means self, self, self.'
'You won't marry me then?'
'It doesn't seem likely, does it, but I might in time. I don't know what loneliness may do. But don't let's talk about love any more. It was his favourite lie. (p. 259)

Just like before, Wilson persisted in trying to convince her that he did love her. He did it not only by expressing his feelings and promising good things to Louise, but also by uncovering Scobie's black secret so that Louise could see how much better he was compared with Scobie.

'I never knew what he (Scobie - writer) saw in her (Helen - writer). I'd never betray you, Louise.'
(p. 259)

In carrying out the latter strategy (uncovering Scobie's strategy), he had spied on him, found out that Scobie took money from Yusef and told it to Louise. After knowing that Scobie had betrayed her, it was easier for her to believe Wilson's information. For further revelation Wilson asked Louise to let him read Scobie's diary. Thinking that it would do no harm to anybody, Louise permitted him^{to} do so.

Wilson who had suspected that Scobie committed suicide found clues that supported his suspicion in Scobie's diary. Wilson noticed that Scobie had written in pieces about his sleeplessness and taking his Evipan. In fact Scobie had studied the way carefully, and yet Wilson knew it by comparing the colour of the ink Scobie used to write. To be sure, he asked Louise whether Scobie had suffered from sleeplessness for a long time. Louise answered that she

always thought Scobie slept like a log whatever happened. So, Wilson had no more doubt in the truth of his analysis and he told Louise about it. Louise was very shocked to hear it. Although her logic knew that Wilson's analysis was reasonable, she could hardly believe that Scobie, who was a catholic, had committed suicide.

She interrupted him with horror, 'Oh, no, he couldn't have done that. After all, in spite of everything, he was a catholic.' (p. 261)

For her, there was no reason strong enough for doing that. This attitude grew from her fanaticism towards the church's teaching considering that action a mortal sin. Only because Scobie broke this teaching, did she regard him as a bad catholic and think that praying for him was useless.

'He was a bad catholic.'

'That's the silliest phrase in common use.'

Father Rank said.

'And at the end this - horror. He must have known that he was damning himself.'

'Yes, he knew that all right. He never had any trust in mercy-except for other people.'

'It's no good even praying ...'

'Father Rank clapped the cover of the diary to and said furiously, 'For goodness' sake, Mrs Scobie, don't imagine you-or I- know a thing about God's mercy.'

'The church says ...'

'I know the church says. The church knows all rules. But it doesn't know what goes on in a single human heart.' (pp.263, 4)

Louise did not care what went on in Scobie's heart; hence, she never realized that she had a very great share in causing the tragedy to happen. She only judged him from what he did: ^{that} he had gone to Confession and had Communion, but he betrayed her until the end of his life; that Scobie had broken Church's teachings : he had ended his life, which in fact did not belong to him. Louise, who once adored and depended so much on him, turned to be unable to accept him as he was because she was very disappointed and hurt by these facts. To her surprise, Father Rank defended Scobie from her accusation. As a Church leader, Father Rank should have blamed Scobie more, or at least agreed to her idea. She also could not understand why Father Rank pitied Helen Rolt, who had been involved in ^alove affair with Scobie, instead of damning her.

'I expect you know about Mrs Rolt. Most people did.'

'Poor woman.'

'I don't see why.'

'I'm sorry for anyone happy and ignorant who gets mixed up in that way with one of us.' (p. 263)

Again, Louise did not care about other persons' business. She did not try to understand the others' problem; everything was viewed from her side only. She thought it should have been her whom people should pity on and give comfort to.

'Father, haven't you any comfort to give me?'

...
'You've been given an awful lot of comfort in your life, Mrs Scobie. If what Wilson thinks (that Scobie committed suicide - writer) is true, it's he (Scobie - writer) who needs our comfort.' (p. 263)

Louise was so bitter against Scobie that ^{none of} Father Rank's words touched her heart. She had been blinded by her emotions and her own way of thinking. They made her unable to change her opinion towards Scobie's action till the end.

'Oh, why, why, did he have to make such a mess of things?'

Father Rank said, 'It may seem an odd thing to say - when a man's as wrong as he was - but I think from what I saw of him, that he really loved God.'

... 'He certainly loved no one else.' (p. 264)

The last conversation in this novel shows that Louise persisted on holding her belief that Scobie did not love her and she could not accept him because of what Scobie had done at the end of his life.

Based on Forster's theory saying that a round character is capable of surprising in a convincing way¹, we can conclude that Louise has such a character. We are surprised to see how easily the memory of Scobie faded away from her heart and she began to believe in Wilson and gave him hope to win her heart. However, we can still digest this surprising fact with reason if we trace back the background of the problem which caused it to happen.

Below is the diagram of Louise's main changes which supports the conclusion that she is a round character.

- | | |
|--|--|
| Louise once | but then she |
| 1. suffered from inferiority complex for she felt that almost no one was willing to be her friend, | could grow her self-confidence after her return from South Africa. |
| 2. did not like Wilson as she considered him a phony, | began to believe in his love and gave him hope that she might marry him one day. |

2). Forster, 1962, p. 85

3. loved and depended so
much on Scobie,

easily forgot him after she had
discovered the black sides of
Scobie's life: committing
suicide, having a mistress,
and joining Yusef in diamond
smuggling.

1.2.2 Helen Rolt

Helen Rolt is a girl, who is forced by her world to play act as a woman.

We first meet Helen Rolt when she was saved from a terrible shipwreck after floating on the sea in an open boat for forty days.

We first recognize Helen Rolt as one of the shipwreck survivors who had been floating on the sea in an open boat for forty days. It is easy to understand why Scobie sympathized with her if we know her condition at the time and the background of her life. The doctor who took care of her classified her into the patients that were at death's door, and yet she survived. But what was the meaning of life for her? She seemed to have no one in the world. Her one-month-husband, who sailed with her, was lost in the shipwreck; He had been drowned more or less before her eyes; Her mother had died ten years before. The only one left for her was her father, who was a clergyman attached in some way to the Cathedral. But she did not have a sense of belonging to this man. We can see it from her unwillingness to go back to her home at Bury, her opinion about her father and her dislike of being his daughter.

He said, 'Have you thought out things? Shall you go back to Bury?'

'I don't know. Perhaps I'll get a job.' (p. 130)

....., and I wanted to go home.'

'You'll be going home soon.'

'I don't mean that home. (her home at Bury-the writer) I mean here, where I can shut the door and not answer when they knock. I don't want to go away yet.' (p. 149)

She lifted a cushion off the chair and pulled the cable (from her father-the writer) out. 'Read it. He's sweet, but of course he doesn't know a thing about me.' (p. 150)

'If you are a clergyman's daughter there are a lot of things you have to pretend about.' (p. 150)

Considering her terrible physical and (especially) her mental condition, she certainly had been panic-stricken as the result of the shipwreck. The doctors hospitalized her. People who took care of her were very kind to her but she felt distressed as she found that they only treated her as an object of sympathy. Being unable to bear the loneliness among these strangers, she insisted that she had been recovering from her illness and she wanted to

leave the hospital. They gave what she asked and sent her to a Nissen hut to live in. They also provided her a boy to serve her. She would rather be lonely than take the awful responsibility of receiving sympathy. But she would not deny that loneliness itself was very hard to bear. She had no one to hold or share her feelings and experiences with.

Accidentally Scobie came to her life just when she needed a friend badly. He was different from the strangers she had known before. He was also unlike Bagster who wanted to have a little sex with her. This man, Scobie, gave her a great sense of security. He was more than thirty years older than her; He treated her not as an object of pity but simply as a child who needed someone to lend her a helping hand sincerely. Both of them thought that they were only friends who could never be nothing more than friends; They were separated by her dead husband, her father who was a clergyman; the difference between their ages, the lack of his lust; his wife, Louise, and his promise to preserve Louise's happiness. They did not want anything out of each other so that they felt free and could show their real selves openly. And soon they became close friends.

She turned suddenly to him and said, 'It's so good talking to you. I say anything I like. I'm not afraid of hurting you. You don't want anything out of me. I'm safe.

'We're both safe.' (p. 152)

Finding Scobie in this cruel world was like finding an oasis after a long exhausting walk in a desert. She could talk about anything to him without reserve. She shifted her long-borne-burden to his shoulder and suddenly she realized how much she had talked to the stranger who in fact had nothing to do with her business.

'What a lot I've talked. Do you know, I think I shall sleep tonight.' (p. 132)

She broke suddenly off and said, 'What nonsense it is telling you all of this.'

'I like it.' (p. 132)

Scobie did like it. He listened to her with intense and sincere interest and Helen could feel it. Scobie had set her on a pedestal, at least for both of them, by understanding, listening and paying attention to her. At his second visit, Scobie brought her some stamps which he had been collecting for a week from anybody. This shows

Scobie's attention to her. He thought that stamps must have meant so much for Helen because she seemed to be intimate with her stamp-album. It was the only thing she brought with her when she was survived. He had been so kind to her that she adored him and thought that such a man would never fail to give her courage to live.

'You've been so kind,' she said. ... she lifted her worn, frank, childish face and said, 'I like you so much.' (p.133)

She said suddenly, passionately, 'My God, how good you are.' (p. 152)

She said, 'I have a feeling that you'd never let me down.' (p. 152)

But the presence of a third person namely Bagster spoilt the atmosphere of security between them and caused an accident to happen. As we know, Helen was scared of Bagster because he once tried to seduce her. This feeling proved to haunt her so strongly that it appeared in her dream.

She lay in the odd cramped attitude of someone who has been shot in escaping. ... The first words she said when the light had roused her were, 'Bagster can go to hell.'

'Were you dreaming?'

She said, 'I dreamed I was lost in a marsh and Bagster found me.' (p. 153)

It is not surprising, therefore, to find her spontaneously seeking shelter in Scobie, who had been there in times of trouble, when Bagster knocked on the door.

She put her arm in his and watched the door with her mouth a little open as though she were out of breath.

She asked Scobie not to answer Bagster who wanted to come in and Scobie did it. As soon as the sound of Bagster's feet receded away, she raised her mouth and they kissed. All seemed to happen naturally. There was no doubt that Helen felt a great relief to know that Bagster went away. She wanted to share this feeling with Scobie and to show her thankfulness to him. That is all right, but she should have chosen another way to express it; And Scobie should have refused it if she could not resist the desire. Kissing was for lovers, they knew it and yet did it. Why then? They were not as strong as they thought to be. All their concepts about the unabridged gap which made them unable to be more than friends disappeared when they had intimate mental and especially physical contact in such a situation. Their logic could not control their passion.

That incident was the first episode of their love affair.

At first their relationship seemed to be beautiful and lighted up her dark life. But then she found out that their back street love affair only created a new complicated problem. As their relationship advanced, they should be more cautious in order not to arouse people's suspicion. It means that there are a lot of things she had to pretend about and resist. This burden was too heavy for her; She was only nineteen and jobless. We do not know exactly why she was jobless. It might be because she did not have any experience after leaving school a year before and she did not possess any special skill. But it is not very important. What we need to consider is the fact that she was jobless and she was still very young. We all know that every human being needs to have a sense of achievement to make him feel worthwhile. And Helen did not have it. She achieved nothing either in social life or in other fields of life. Imagine there is nothing to do but waiting for someone all day long and every day! It happened to Helen, a young woman who was still in teens - where most girls of her age still enjoy their happy life and have nice dreams. She was, of course, very bored. Moreover, she waited in uncertainty and caution. She did not know whether or not Scobie could come. If he came, both of them should be very very cautious to keep their affair a secret as if it was a shameful ulcer. This condition distressed Helen so much that one day she exploded.

'If you know,' she said, 'how tired I get of all your caution. You come here after dark and go after dark. It's so - ignoble.'

'Yes.'

'We always make love here. Among the junior official's furniture. I don't believe we'd know how to do it anywhere else.'

'Poor dear,' he said.

She said furiously, 'I don't want your pity.'

(p. 170)

As we know before, she hated to be treated as an object of pity. She just wanted Scobie to be more human to her. She believed that food and air only were not enough to make a human being live. We needed to know that there were at least someone who loved her and acknowledged her existence. And love was an abstract thing. Therefore, if Scobie really loved her, he should have done something concrete as the expression of his feeling.

'Can you ever risk anything?' she asked. 'You never even write a line to me. You go away on trek for days, but you don't leave anything behind. I can't even have a photograph to make this place human.' (p. 170)

And for the acknowledgement of her existence she wanted Scobie to let their relationship develop naturally. There was no need to act like a thief who hid away, kept away from people and so cautiously covered up tracks. If people gossiped about their affair, just left it to them; it was none of their business. But Scobie disagreed to her principle.

'You think I'm a child. You tiptoe in - bringing me stamps.'

'I'm trying to protect you.'

'I don't care a bloody damn if people talk.'...

He said, 'If they talk enough, my dear, this would come to end.'

'You are not protecting me. You are protecting your wife.'

'It comes to the same thing.' (p. 170)

The difference of their stand-point can be understood because their condition also different. Helen could easily ignored what people talked about her affair with Scobie because she had nothing to do with them and she did not involve or harm anyone else in this case; Whereas Scobie had at least two things to consider. First he had married Louise and promised to preserve her happiness, so he had to protect her feeling. If Louise knew their affair, she might be shocked and frustrated. Second, the revelation of such an affair would ruin his good reputation and so endanger his position as a deputy commissioner. But Helen could not understand Scobie's problem. She was trapped by her own depression and anger that every answer Scobie gave seemed wrong and drove her mad. She hated to be coupled with Louise by Scobie. Because of this woman she could not marry Scobie, she thought. She also hated Scobie for being unfair in dealing with this problem.

'You'll never marry me.'

'I can't. You know that. I'm a Catholic. I can't have two wives.'

'It's a wonderful excuse,' she said. 'It doesn't stop you sleeping with me - it only stop you marrying me.'

'Yes,' he said heavily as though he were accepting a penance. ...

'Go on,' Helen said, 'justify yourself,' (p. 171)

Scobie explained to her that actually he meant well. He thought that Helen had been shocked and lonely. Therefore

he wanted to be her friend, to look after her and to make her happier than she had been. But she immediately replied,

'I couldn't have been as lonely as I am now.'
...'I go out to the Beach with Mrs Carter when the rain stops. Bagster makes a pass, they think I'm frigid. I come back here before the rain starts and wait for you...we drink a glass of whisky...you give me some stamps as though I were your small girl...'
(p. 172)

Wishing goodness for Helen, Scobie offered to leave her for she seemed to feel worse with the presence of Scobie in her life. But she misunderstood Scobie's good intention. She thought that Scobie wanted to leave her for his own sake.

'You'd be so glad to get rid of me,' she said.
'It would be like the end of life.'
'Go away if you want to.'
'I don't want to go. I want to do what you want.'
'You can go if you want to - or you can stay.'
she said with contempt. 'I can't move, can I?'
'If you wanted it, I'd get you on the next boat somehow.'
'Oh, how glad you'd be if this were over,' she said, and began to weep. ...When he put out a hand to touch her she screamed at him, 'Go to hell. Go to hell. Clear out.'
'I'll go,' he said.
'Yes, go and don't come back.' (p. 172)

The rude remark burst out from her mouth was the expression of her disappointment and anger as she lost control of her temper. What she ordered Scobie to do was quite the opposite of what she meant. She never wanted to drive him away; She had depended so much on him and so was afraid of losing him. But she tried to deny it because she thought that the need, the love and the suffering are only on her side. Moreover, they were quarrelling, or to be more exact, she was angry with him. So, her dignity forbade her to throw herself on Scobie's mercy. It did not allow her even to admit her feelings.

The proof that Helen actually wanted Scobie to stay is her response to the return of Scobie to her later on.

He knocked twice and the door immediately opened.
'Oh my dear,' she said, 'I thought you were never coming. I bitched you so.' ...
She said, 'I've been afraid all day that you wouldn't come.'
'Of course I came.'
'I told you to go away. Never pay attention to me when I tell you to go away. Promise.'
'I promise,' he said ...
'If you hadn't come back ...' she said,

and became lost in thought between lamps. He could see her searching for herself, frowning in the effort to see where she would have been ... 'I don't know. Perhaps I'd have slugged with Bagster, or killed myself, or both. I think both.' (pp. 178,9)

This time Helen could tell Scobie her worries, express her longing to him and admit how desperately she needed him because he had anticipated showing his love by coming back to her.

A short period of separation from Scobie made her think. She tried to understand Scobie's problem in dealing with their back street affair. She began to realize how much Scobie had given and helped her. He was the only one who had been so kind to her and she scolded him in return. She regretted her rudeness and bitterness towards Scobie after he humbled himself before her by ignoring her attitude and coming back to her. And she became sure about Scobie's love and seriousness to her when Scobie told her that he had written a love letter to her, put down his name there and signed it with his handwriting. Although the letter was lost, she believed in him and appreciated it so much. The favour Scobie had done impelled Helen to repay. The concrete step she took was sending Scobie a letter as soon as she heard that Louise was on the way home. In that letter she offered herself as a sacrifice any way he liked, to keep or throw away. She put aside her own ego and gave priority to the happiness of his marriage life.

... last night you made promises about not leaving me and I don't want you ever to be bound to me with promises. My dear, all your promises ... belong to your wife. Nothing you say to me is a promise. Please, please remember that. If you never want to see me again, don't write, don't speak. And, dear, if you just want to see me sometimes, see me sometimes. I'll tell any lies you like. ...

My dear, my dear, leave me if you want to or have me as your hore (whore-writer) if you want to. (pp. 189,90)

On the day when Louise arrived, Scobie visited Helen with a heavy burden in his mind. At first Scobie intended not to tell her about his problem as he did not want to add more burden in her shoulder: she had been in misery, she had suffered so much from their relationship.

... he was tempted terribly to lie as he watched her face on pillow. She seemed to him like one of those plants in nature films which you watch age under your age. (p. 202)

But Helen insisted that it would be better to share his

problem with her as she would help him look for the solution. So, Scobie told her about it. Far from what she thought, she only made Scobie feel worse instead of helping him. What was for Scobie a complicated dilemma appeared to be nothing to Helen.

He said, 'Louise wants me to go to Mass with her, to Communion. I'm supposed to be on the way to Confession now.'

'Oh, is that all?' she asked with immense relief, and irritation at her ignorance moved like hatred unfairly in his brain.

'All?' he said. 'All?' Then justice reclaimed him. He said gently, 'If I don't go to Communion, you see, she'll know there's something wrong - seriously wrong.' (p. 202)

Then she proposed a solution which Scobie could not take. Their viewpoints were different. She was innocent, she knew only a little about religious life and did not care about it, whereas Scobie was just the contrary. Clear conscience and Church's teachings had been well established in him.

'But can't you simply go?'

He said, 'To me that means - well, damnation. To take my God in mortal sin.' (p. 202)

'Well,' she said with the same undertone of contempt that seemed to pull her apart from him, into the safety of the shore, 'can't you go and confess everything now? After all it doesn't mean you won't do it again.'

'It's no good confessing if I don't intend to try...'

'Well then,' she said triumphantly, 'be hung for a sheep. You are in mortal sin - so you think - now. What difference does it make if you add just one more?' (p. 202 - 203)

Scobie tried to break through her innocence by explaining the difference based on his point of view.

'... Now I'm just putting our love above - well, my safety. But the other - the other's really evil. It's like the Black Mass, the man who steals the sacrament to desecrate it. It's striking God when he's down - in my power.' (p. 203)

According to Scobie, having love affair with Helen outside his marriage meant putting their love above his safety; or in other words, as the consequence of this wrong doing, he should sacrifice his own safety to 'pay' it. He knew that it had put him in mortal sin and he put the responsibility of it upon his own shoulder. The second case, however, was quite different to Scobie's mind. Without the real purpose of amendment his conscience forbade him either to go to Confession or to take the Holy Communion. If he forced to do so, he really insulted God because he used something holy which was meant to be a sacrifice dedicated to God for hiding

his evil life.

Helen was too naive to understand Scobie's philosophical explanation. She even suspected Scobie of trying to find a pious excuse to leave her.

She turned her head wearily away and said, 'I don't understand a thing you are saying. It's all a hooley to me.'

'I wish it were to me. But I believe it.'

She said sharply, 'I suppose you do. Or is it just a trick? I didn't hear so much about God when we began, did I? You aren't turning pious on me to give you an excuse ...?' (p. 203)

Helen became more bitter and cynical towards Scobie after he told her about his promotion. The news had put her into the area of exile. Scobie must have been happy and satisfied by his achievement and there was no doubt about Louise's feeling in response to this promotion. Louise had been dreaming to be a commissioner's wife. So, Helen was left alone in misery.

In fact Scobie had told Helen that the promotion meant nothing for himself, but she did not believe a word he said. He might have been pretending to be sad to show his sympathy or to give her a sense that they were in the same boat. This idea irritated her. She was neither a child who needed to be lied to in order not to cry nor a fool who was easily ridiculed.

He said, 'They are making me Commissioner after all.'

'It will please your wife,' Helen said.

'It doesn't mean a thing to me.'

'Oh, of course it does,' she said briskly.

(This was another conversion of hers-that only she suffered. (p. 222))

'I've given up hope,' he said.

'What do you mean?'

'I've given up the future. I've damned myself.'

'Don't be so melodramatic,' she said. 'I don't know what you are talking about. Anyway, you've just told me about the future - the Commissionership.' (p.223)

It was difficult for Helen to see something as 'grey' - not just black or white : if it was not this, it should be that. She had long questioned Scobie's confusing attitude. She did not believe that Scobie really put his faith in God. If he did so, he would not have her as a mistress. However, Scobie always tried to convince her that he was in the grey position : he did believe in God, on the other hand, however, he could not leave her. Scobie agreed that his belief in God ought to have prevented him from continuing their love affair, but against all the teaching of the Church, he had the conviction that any kind of love de-

served a bit mercy. He would of course pay it very expensively. He realized that by doing that he was damned for all eternity, unless a miracle happened. There was no use explaining all of this to Helen as it was beyond her ability to understand. It only made her more confused and created misunderstanding.

Being lost and unable to solve this problem, she tried to look for a scapegoat. Her choice fell on Louise, to whom she had long taken a dislike. This feeling of hers can be seen from her way of calling Louise and her attitude in talking about Louise.

'Oh,' she said. 'to couple me with-that woman.'
(p. 170)

'That woman,' she repeated, watching his eyes.
'You'd never leave her, would you?' (p. 171)

'For God's sake,' Helen said. 'keep that smug woman out of my sight.' (p. 223)

Helen never called Louise simply by using her name. She would rather make it sound terrible by cynically calling her : 'that woman' or 'that smug woman! It was as if Louise's name were not worth mentioning. Helen thought Louise to be the source of their problem. Louise must have influenced and bound Scobie with Church's teaching so that Scobie could not marry her or lead a peaceful life with her.

She said, 'If there's one thing I hate it's your Catholicism. I suppose it comes of having a pious wife. It's so bogus. If you really believed you wouldn't be here.' (p. 223)

This idea (about Louise) did not^{help} Helen a bit solve the problem. Whoever the source of the problem was, the problem remained so, and she could do nothing about it. She knew that Louise's position was stronger than hers. Louise was Scobie's legal wife, and their marriage was blessed by the Church, which never allowed a divorce. But even if their marriage were not a church one, Helen believed that Scobie would hardly leave Louise for he had promised to preserve Louise's happiness. Helen knew well that Scobie was not the sort of man that could go back on his word.

Being jobless and alone in the Nissen hut, Helen had much time to think about her relationship with Scobie. Although she could not understand Scobie's way in dealing with this problem, she still loved him and was willing to sacrifice herself for Scobie's happiness. She knew that Scobie was very distressed by this dilemma. He had promised

two contradictory responsibilities toward her and Louise. And then he was trapped by his own words. Scobie felt guilty to God and Louise for having her as his mistress, but he could not leave her because he took pity on her. Expecting Louise to withdraw herself from this 'rivalry' was out of question. Being considered from any point of view, most people would agree that Louise had more right to be Scobie's wife. So, Helen seemed to be the only one who could solve the problem by leaving Scobie. Helen had been thinking it over for weeks before she finally reached the decision to go away from the man she loved.

One afternoon Helen looked for Scobie and vice versa. Both of them had the same intention : to end their love affair and say goodbye to each other. Helen told him her feelings and plan. Her words reflected desperation as she had depended so much on Scobie that she could not imagine a future without him.

'My dear,' she said, 'don't think it's easy. I've never done anything so hard. It would be much easier to die. You come into everything. I can never again see a Nissen hut - or a Ford car. Or taste a pink gin. See a black face. Even a bed ... one has to sleep in a bed. I don't know where I'll get away from you. It's no use saying in a year. It will be all right. It's a year I've got to get through. All the time knowing you are somewhere. I would send a telegram or a letter and you'd have to read it, even if you didn't reply.' (p. 242) ^{for}

Helen, who usually never cared others' feeling, was being good this time. She was willing to leave Scobie although it was like the end of the world for her. Moreover, she still tried to convince him that she would be all right in spite of her desperation and pessimism about the future. She could do this as she had learned that all Scobie needed was peace, and he could only get it after their relationship ended.

'You don't have to go away from me - I'm going away from you.' (p. 242)

'Be quiet darling. You are going to be all right. You'll see. You'll be able to clean up. You'll be a catholic again - that's what you really want, isn't it, not a pack of women ?' (p. 242)

'Don't worry about me. I'll be all right.' (p. 243)

Scobie who met Helen with the same intention changed his mind after seeing that Helen suffered great misery from the decision. In fact Scobie wanted to stop giving pain to her by making up his mind, but then he found that it

only added more suffering to her; she would be completely lost without him. Therefore, he convinced her that separation was not a good solution. Helen persisted in holding her decision because she did not want to ruin Scobie and could not give him happiness. Scobie reassured her that such a decision would not work for they loved each other, and that happiness was not the point. Scobie brought Helen back to confusion again. At first Helen had decided her way, she had been willing to leave Scobie for the sake of his happiness, but then he said that happiness was not the point. Being in complete chaos, she did not know what to do about this. She could not lie to herself, however, that she wanted to be always with him at whatever cost. At last she surrendered and left the final decision to Scobie.

'But dear, what do we do?' ... 'I don't mind going on as we are. I don't mind the lies. Anything.'
(p. 244)

She shifted her burden on Scobie's shoulder and he carried it.

Scobie might be right; a farewell as Helen planned was not the way. He had the alternative of preserving his life and being the source of misery for God, Louise and Helen or of committing and protecting their happiness. And he chose the last one. He believed that one would expect nothing from the dead. As long as he lived, Helen was very likely to expect that one day they could reunite and get married. She would be more and more frustrated to find that her expectation was only an empty dream. That was one reason why he gave himself up for lost. Besides, she did not need to sacrifice anything for Scobie as he was already 'at peace'. Willy nilly, Helen would lead a new life, which Scobie believed it to be much better than her nightmare with him.

We do not know Helen's direct reaction towards Scobie's death. Three days after the funeral, Wilson saw her on the beach with Bagster. But he did not know what they did there. We can see her closely only after she came back from the beach. At that time Bagster pleaded with Helen to let him come in her house for a little drink. Finding no reason to refuse it, Helen gave him what he asked for. Bagster proved to be not as 'wild' as she had thought. He could act as a gentleman so that Helen had a good impression about him. He praised Helen for her ability to arrange her Nissen hut so that it could be homey. Helen, who had long suffered from her engagement

with Scobie, found a brighter world with the presence of Bagster. There was no need to be cautious ; Bagster was a free man. Helen 'forgot' Scobie as soon as she got someone else, Bagster, who treated her well and seemed to love her. She let Bagster kiss her and move her towards the bed for a prang.

Why not ? She thought, why not ... if he wants it ? Bagster is as good as anyone else. There's nobody in the world I love, and out of it doesn't count, so why not let them have their prangs (it was Bagster's phrase) if they want them enough. (pp. 261-2)

In fact she did not really like him. She just thought that Bagster was good; nothing was special in him except that he happened to be the man who paid attention to her after Scobie's death. And to repay his goodness, she did not mind giving him what he wanted as long as she could.

Sleeping with Bagster meant nothing for her. She even did not feel his presence for she was absorbed by her own absent-mindedness.

She lay back mutely on the bed and shut her eyes and was aware in the darkness of nothing at all. I'm alone, she thought without self-pity, stating it as a fact, as an explorer might after his companions have died from exposure. (p. 262)

Bagster could feel that Helen was not in the mood of love. Then he asked her whether she loved him. Helen answered honestly that she did not love anyone. Bagster did not believe it and accused her of loving Scobie. And Helen calmly tried to explain it with reason.

'I don't love anyone,' she repeated. 'You can't love the dead, can't you ? They don't exist, do they ? It would be like loving the dodo, wouldn't it ?' (p. 262)

Bagster could understand her feeling ; he did not force his desire on her.

'I'm not all that of a bastard, Helen. You aren't in the mood. See you tomorrow ?'

'I expect so.' There was no reason to deny anyone anything, but she felt an immense relief because nothing after all had been required. (p. 262)

Helen did not close the possibility that they might be good friends or else. She was frank both to herself and other people. Neither did she feel guilty for sleeping with Bagster soon after Scobie's death nor feel ashamed for accepting Bagster without any condition after hating him for a long time. She admitted that she needed someone to fill her loneliness, and the man who offered her a helping hand was Bagster. So, she took it.

Based on the analysis above, I draw the conclusion that Helen is a flat character. This is in accordance with Perrine's theory about flat characters.³ We can point out Helen by using only one sentence: she is a girl (or a very young woman) who is forced by bad luck to act the part of a grown-up woman. She had not been ready for it. Therefore we are not surprised to know she was friendly to Bagster after Scobie's death; she also got close to Scobie only a month after her husband's death. She did not exactly need her husband, or Scobie, or Bagster; all she needed was someone, anyone, who could understand her and was ready to lend her a helping hand.

2. THE ANALYSIS OF THE PLOT

2.1 The Structure of the Plot

2.1.1 Beginning

2.1.1.1 Exposition

We get the information necessary to the understanding of the story from:

- * the conversation among the characters.
- * the analysis of the author
- * the author's description about the situation

From the conversation between Harris and Wilson in chapter 1.1 we know a little about Scobie. He is a policeman; He is gossiped that he sleeps with niggers; He might be in the pay of the Syrians ; He has such a terrible wife that people would easily tolerate his sleeping with niggers

From the author's description about Scobie's room and his analysis we can conclude that Scobie loves his work.

... his room: a table, two kitchen chairs, a cupboard, some rusty handcuffs hanging on a nail like an old hat, a filing cabinet: to a stranger it would have appeared a bare uncomfortable room but to Scobie it was home. (p. 15)

From here and there in chapter 1 we get the information as follows:

Scobie and Louise, his wife, lived in a simple square two-storeyed house built originally for a Syrian trader on the flats below a piece of reclaimed swamp that would return to swamp when the rain set in.

Their only child died three years before.

Scobie had a servant, Ali, who has followed him faithfully for fifteen years - a year longer than his marriage.

Scobie had a strong sense of responsibility toward Louise.

Scobie realized that Louise was ugly and had inferiority complex. The more he thought about it, the more he felt responsible to preserve her happiness.

Scobie was the deputy-commissioner, but he was not going to succeed the commissioner who would retire in the next tour. This fact made Louise ashamed. She could hardly show her face in front of public.

One night, Scobie accidentally found Yusef's car struck by the roadside with Yusef sleeping in the back. Yusef had

been stranded half an hour and there was no car stopping to help him until Scobie came and gave him a lift into town. Yusef was a Syrian shopkeeper who was gossipped to be a diamond smuggler. He had a bad reputation and yet Scobie was willing to help him when he really needed help.

Louise who felt that she had no friend became a bit cheerful with the presence of Wilson, a UAC clerk. They could soon be friends as they had things in common. They liked poetry and they felt that they were rejected by other people. But this only helped Louise a little. She even felt more distressed thinking people would laugh at her and Wilson. Therefore she asked Scobie to send her to South Africa. She wanted to escape ^{from} the people in West Africa where they lived in. She planned to wait until he ~~re-~~ tired while preparing a home for both of them there.

In fact Scobie did not mind her plan but the problem was that they could not find the money for it. Scobie had tried to borrow the sum of money Louise needed from a bank, but failed. Scobie could not provide enough balance for getting an overdraft. Besides, the bank manager had heard the rumours which made Scobie's reputation bad. He also knew that Scobie was passed over; As the result, Scobie might retire in ^{the} near future and if it happened, he would only give trouble to the bank.

2.1.1.2 Elements of Instability

First of all, if we are sensitive readers, we will find a troubling idea in the analysis of the author below :

He (Wilson-writer) couldn't tell that this was one of the occasions a man never forgets : a small cicatrice had been made on the memory, a wound that would ache whenever certain things combined - the taste of gin at midday, the smell of flowers under a balcony, the clang of corrugated iron, ugly bird flopping from perch to perch.

At that time Harris told Wilson to look at Scobie, and Wilson did it without interest. It seemed to Wilson that nothing was special in the squat grey-haired man called Scobie. But then the author decides ^{something} else for him. What seems like a meaningless recognition would be a memorable event. We are not informed further how it can be so. His analysis is interrupted by Harris speaking to Wilson. The author does it on purpose so that the readers are left curious about this element of instability. The quotation above makes us think that Wilson would have such a complicated conflict with Scobie later that he became seriously 'wounded'.

If we go on listening to the conversation between Harris and Wilson , we will know that there were rumours saying that Scobie was in the pay of the Syrian and that he slept with black girls. Such rumours certainly did him just harm. It could spoil his reputation as a 'clean' deputy commissioner. In West Africa, Syrians made money. They ran all the stores up the country and most of the stores in the city where Scobie lived. Some of them ran diamonds too, or to be more precise : smuggled diamonds. Therefore, no one wanted to be publicly known to have any relation with these people. Sleeping with black girls is also something dishonorable. Besides, the black men will think that Scobie ought to have flirted with one of their wives, and they felt insulted.

Then Scobie was told by the Commissioner that Scobie, the deputy commissioner, was not taking his place when he retired in ^{the} near future. And the latest story some people had used against Scobie at the Secretariat was that he slept with black girls. The Commissioner himself thought that it was unfair as the man before Scobie had slept with dozens and yet no one minded. So, the reason they used against Scobie was only meant to pass him over. There must be something wrong behind all of this.

The following quotation also contains an element of instability.

He (Scobie-writer) thinks : how beautiful she (a black woman - writer) is. It was strange to think that fifteen years ago he would not have noticed her beauty - the small high breasts, the tiny wrists, the thrust of the young buttocks, she would have been indistinguishable from her fellows - a black. In those days he had thought his wife beautiful. A white skin had not then reminded him of an albino. Poor Louise. (p. 20)

Scobie's stream of thought might indicate that he was disappointed to find that Louise was unattractive after a long period of their marriage life. He himself wondered how he could consider Louise beautiful in those days. But then, a black woman appeared to be much more beautiful than Louise.

We can also find the element of instability in Louise attitude toward the gossip about Scobie. She was so afraid of the people there that she insisted on going to South Africa.

'I was so upset. I came out of Mass before the end. It's so mean of them, Ticki. You can't take it

lying down. You've got to think of me.' (p. 23)

She said, 'If only we could go to South Africa.
I can't bear the people here.' (p. 24)

We do not know what the people did to Louise so that she thought every one was against her. In this case we can only see the situation from Louise's side. She felt that nobody liked her; all laughed behind her. Probably there was something wrong in her behaviour or else that invited people to despise her, but she might be all right and it was the people who had a certain intention to make her down. It can also be that the people meant nothing but she was too sensitive and had prejudice towards them. Later, we find out from Scobie that Louise was the source of the problem.

He knew every one of her faults. How often he had winced at her patronage of strangers. He knew each phrase, each intonation that alienated others. Sometimes he longed to warn her - don't wear that dress, don't say that again, as a mother might teach a daughter, but he had to remain silent, aching with the foreknowledge of her loss of friends. (p. 31)

And in the Library night Scobie overheard Fraser, a member of his club, talk about Wilson and Louise to a number of people.

'He's punished for it. Literary Louise has got him.'
Thimblerrigg gave a small gurgling laugh
(p. 30)

Fraser's remark aroused Scobie's anger. What are those others worth that they sneered at Louise? Scobie was about to give Fraser a lesson when he suddenly remembered that it was not a climate for emotion. Emotional action might do him more harm than good. Finally he could control his temper but hatred towards those who despised her remained.

Although Scobie had been passed over, he did not intend to resign, retire or transfer: He wanted to stay because he loved the place so much. And he loved the place because he was easily moved by miseries, injustice, cruelties and the likes which made him be of some help. There we can find some elements of instability.

Why, he wondered, ..., do I love this place so much? Is it because here human nature hasn't had time to disguise itself? Nobody here could talk about a heaven on earth. Heaven remained rigidly in its proper place on the other side of death, and on this side flourished the injustices, the cruelties, the meanness that elsewhere people so cleverly hushed up. (pp. 34-35)

The last sentence of the quotation explicitly stated the instable situation in the place where Scobie lived.



When injustices, cruelties and meanness flourish we are sure that the defence of the state is threatened by turbulence. We are supposed to be ready to face a riot at any time.

2.1.2 Middle

2.1.2.1 Conflict and complication

We move from the end of the 'beginning' to the beginning of the middle. In the 'beginning' we find the elements of instability. Now these elements group themselves into a pattern of conflict. The first conflict appears when he caught a Portuguese captain hiding a letter in his ship. This broke the law and Scobie should send the letter to London censors unopened. But the captain tried to convince Scobie that the letter had nothing to do with either the government or the war. It was just a personal letter for his daughter who loved him so much and was anxious about him. He then insisted Scobie to open, read and prove his words. He begged Scobie's mercy. If Scobie left the letter to the censorship, the captain would be blacklisted. As the consequence of this, the consul would not give him a navicert to any ship with him as a captain. And it means that he would starve on shore. Scobie was touched by the captain's words, and wanted to save his career, but the police rules require ^{something} else. If he helped the captain, he would join the captain in breaking the law. On the contrary, if he did his duty as a good policeman, he would ruin the captain's future. In the last attempt the captain tried to effect a compromise by offering Scobie a sum of money.

'I have English pounds. I will give you twenty English pounds ... fifty.' He implored. 'A hundred ... that is all I have saved.' (p. 50)

Scobie finally did not send the letter to the censorship after having this conflict. He burnt the letter after reading it and finding nothing suspicious in it. He did need the money, but it was not because of the money that he chose this alternative. He even did not include the interesting offer into his consideration. He did not take the money. His conflict was a struggle of sentiment versus duty. The former won but soon afterwards a feeling of guilt followed him.

... his own heart-beats told him he was guilty - that he had joined the ranks of the corrupt police officers

- Bailey who had kept a safe deposit in another city, Crayshaw who had been found with diamonds, Boyston against whom nothing had been definitely proved and who had been invalidated out. They had been corrupted by money, and he had been corrupted by sentiment.
(p. 53)

Only after Scobie got home and found how disappointed Louise was to know he had failed to arrange for her passage did he regret about the captain's offer.

He thought to himself : what a fool I really was not to take the hundred pounds. I destroyed the letter for nothing. I took the risk. I might just as well...
(p. 56)

Every time Louise asked him questions about the result of his effort to gain the money, he always became uneasy. He had a strong sense of responsibility to preserve Louise's happiness. He could not stand looking at her disappointment or misery but he could do nothing about it. In war time it is reasonable enough if one is willing to lend them such a large sum of money without a balance of more or less the same value. And they could not provide the balance. In this confusion, Yusef came and offered him a loan as much as the sum he needed with the rate of interest he thought he could pay.

'I am not offering you a bribe, Major Scobie. A loan at any time on a reasonable rate of interest - four per cent per annum. No conditions. You can arrest me next day if you have facts. I want to be your friend, Major Scobie. You need not be my friend.'
(p. 89)

This offer put him into a conflict again. Yusef had a very bad reputation in the district. We hear many rumours about his black life from the conversation of the other characters.

'I've only been here a few weeks.' Wilson said, and everyone talks to me about Yusef. They say he passes false diamonds, smuggles real ones, sells bad liquor, hoards cottons against a French invasion, seduces the nursing sisters from the military hospital.'
'He's a dirty dog,' Father Rank said, ... (p. 67)

People would hardly believe that Scobie borrowed money from Yusef and should pay its annum interest; they would suspect him of taking Yusef's bribe and joining Yusef in his dirty business. We do not need to go that far, even if Scobie borrowed nothing from Yusef. Being just friends would be bad for Scobie's reputation. It would arouse people's suspicion and various rumours would soon circulate. Scobie realized his difficult position.

The sense of failure deepened round him. All the way back from Bamba he had faced one fact - that there was only one man in the city capable of lending him,

and willing to lend him, the two hundred pounds, and that was a man he must not borrow from. (p. 91)

Finally he decided to tell Louise that he simply could not get the money, and therefore she must stay. However, Scobie changed his mind as soon as he found Louise so downhearted. She had hardened his heart and told Scobie not to worry about her anymore; she knew that Scobie could not raise the money. But he could feel that Louise forced herself to accept this bitter fact. It had become one of Scobie's weaknesses that he simply could not see the ones he loved so sad. Just when Louise gave up the hope to go to South Africa, without thinking twice Scobie told her that she could go. His latter decision was quite the contrary of the former one.

'Darling, give up trying. It's better just to give up. Anyway, I had to let Mrs Halifax know tomorrow. And I'm letting her know that I shan't be going.'
He spoke rapidly - he wanted the words out beyond recall. 'Write and tell her that you can go.' (p. 92)

By deciding this, Scobie meant to borrow the money from Yusef at all cost. He did not care what people would gossip about him and Yusef.

We may think that Scobie breathed freely after Louise went away to South Africa. At first he did enjoy his regained peaceful life without Louise, but it did not last long. He soon face a new complicated conflict. It comes from his friendship with Helen Rolt, one of the shipwreck survivors he rescued. Their friendship grew fast and developed into a back street love affair. It put him in a real complication. From that time on, he was forced to tell a chain of lies to Louise and to other people. He could not be the man he used to be : plain, self confident. Everything he did, everywhere he went, he should always be cautious so that people could not smell a rat. He knew well that he had done something very wrong by having Helen as a mistress. He felt very guilty towards Louise and God, but he could not leave Helen. It was his sense of pity and responsibility which made him unable to do so. He worried too much about Helen's future without him as she had no one but Scobie. At the same time, the feeling of guilt toward Louise and God grew and stressed him so much.

Louise' return made the situation more complicated. Scobie found difficulties in arranging his life for the two women who loved and needed him. Both of them wanted to own the whole of him. Quite without intention to do so,

both of them cornered Scobie day by day to the territory of despair.

Yusef who at first seemed to be a good friend then turned out to be a tough blackmailer as soon as he got the proof that Scobie had^a love affair with Helen: Scobie's love letter to Helen. The letter put Scobie into Yusef's hand. Willy nilly Scobie joined Yusef in diamond smuggling to save both Louise and Helen. Actually it was quite against his dear conscience as an honest policeman. As the result, he felt like a stranger to himself; he lost his well-established personality and he pitied himself - the one thing he had never done before.

God also had great share in making him frustrated. He spoke to Scobie through his clear conscience which always tried to bring him back to the 'good' life. By going on with his back street affair he felt that he gave God continuous blows, but God could not convince him that saving his own soul and abandoning Helen to Bagster was the best way out of his problem. God could neither make him feel more important than Helen nor give him trust in His mercy to Helen. He really could not sacrifice Helen to save his own soul or preserve Louise' happiness. He wanted to make a compromise which could make both women happy, but it was impossible as it means that he got two contradictory responsibilities.

In his despair, crossed in his mind the idea that his death might be the best solution for everyone. God would not need to sweep the floor to find him, search him among the dirt anymore, and he would be out of His reach. Helen would also be much better without him alive. If he were dead, she would be free of him. She did not need to leave him with the intention to bring peaceful life back to him. It was him who would do that to her. She would not wonder and worry about him. She would soon forget him as the dead could do nothing. Louise would also be all right. Since her return from South Africa Louise had changed a lot. She began to enjoy her life and learned to live with reality. She would be down again if she found out that Scobie went on betraying her while she was in his side.

2.1.2.2 Climax

The climax of this novel is reached when Scobie decided to commit suicide as the only way out he could do. The decision was taken as the complication arrived at its highest point of intensity. Every one had cornered him to a position in which he could think nothing but death. It would take too long a time to wait^a natural death, so he decided to end it himself.

He (Scobie - writer) leant over her (Helen - writer) and closed the door of the car. Before the lock had clicked he had made his decision. (p. 244)

If we only refer to the quotation above, we will not know what decision Scobie made. It becomes clearer and clearer as the story progressed. We can detect it from his stream of thought, especially about Louise, and his careful actions to keep this plan a secret, for instance : pretending to be an angina sufferer, telling lies about his sleeplessness, writing his false complaints about the pain in his diary, etc.

2.1.3 End

As the end consists of everything from the climax to the denouement, we classify it into two smaller parts :

2.1.3.1 Crisis

The crisis of the story happened when Scobie prepared everything to arrange his plan till finally he carried it out. It was the turning point of his life. Scobie, who used to be a planner, to think that committing suicide was one thing he would never do, to face the world self-confidently, undertook a process of losing his well-established identity. All of these lead him to the complete chaos and despair.

Before the decision was made, Scobie still had the spirit to lead a better life for all : Louise, Helen, God, and himself, however so little it was. His decision-taking means that he had given up hope, he surrendered. There was nothing life could offer to him but misery and the loss of peace. By swallowing an overdose of sleeping draughts at once he put himself to an end. As long as he lived, we still have the hope that he might do something about the problem, no matter what the result would be. Whereas when he was already dead, he was nothing; everything about him was over.

2.1.3.2 Denouement

The denouement of the story can be divided into two parts:

2.1.3.2.1 Louise' attitude towards and after Scobie's death

2.1.3.2.2 Helen's attitude after Scobie's death

2.1.3.2.1 Louise' attitude towards and after Scobie's death

Louise was not shocked finding Scobie dead, as she had been prepared to face it. Scobie had complained much about his pain; He had also told her that he suffered from angina-a disease which might snatch his life at any time. There was not enough reason for her to be down in the dumps. She had been disappointed to find out that Scobie kept his back-street love affair with Helen till the end of his life; Scobie betrayed her.

What made her shocked was the information from Wilson that Scobie's death was not a natural one, but a suicide. She could hardly believed that Scobie who was a catholic dared to do that. As a religion-fanatic Louise could not tolerate such an action; whatever the reason, there was no excuse for it. She also believed that God would not forgive Scobie as he had damned himself. Even when Father Rank told her that they did not know a thing about God's mercy, which means that God might forgive Scobie, Louise still persisted in holding her own belief. She was so bitter against Scobie.

At the same time, her sympathy impression about Wilson changed. She once hated Wilson for he seemed to be a phony who talked too much about love without knowing the real meaning of it. But then she was touched by Wilson's persistence in trying to win her heart. He always showed strong interest in anything about Louise and promised never to betray her. Louise began to believe in Wilson and what seemed like an interlude then could be the beginning of love.

Wilson put his hand on Louise's shoulder and said, 'I'm straight, Louise. I love you.'

'I really believe you do.' They didn't kiss : it was too soon for that , but they sat in the hollow, holding hands, listening to the vultures clambering on the iron roof. (p. 260)

2.1.3.2.2 Helen's attitude after Scobie's death

As soon as Scobie passed away, Bagster made approaches to Helen. Helen who had no one to share her feeling with accepted his friendship. She once, however, hated and was afraid of this man. Helen was still a child, in fact. She changed her feeling and impression towards someone quite

easily. Bearing the sorrow, loneliness and depression by herself would drive her mad. So, what was wrong with accepting one who offered his helping hand ? It happened that the one was Bagster.

Helen was the victim of the situation. She was forced to act as a grown-up woman, while she had not been ready for it. She could not stand on her own feet; she still needed someone to depend on and be there whenever she needed. So, after her husband was lost in the shipwreck, she was very grateful to find Scobie as her new holder. And as soon as Scobie was dead, she also lost her love for him or at least tried to drive away the image of Scobie from her mind. Keeping him in her mind would be useless and it only made her sad. Besides, she could expect nothing from the dead Scobie.

He (Bagster-writer) said furiously, 'You loved Scobie,' and added quickly, 'sorry. Rotten thing to say.'

'I don't love anyone,' she repeated. 'You can't love the dead, can you ? They don't exist, do they ? It would be like loving the dodo, wouldn't it ?' (p. 262)

All she needed was someone who paid attention to her, was at hand and whom she could depend on; No matter who he was. Therefore, Bagster was welcomed after Scobie's death because he came just when she needed a man like him. Bagster seemed to be able to fulfil her conditions.

Scobie's death provided Helen and Bagster with a chance to have friendship and also open the possibility that their friendship might develop into a more special friendship.

3. THE PEDAGOGICAL CONTRIBUTION OF THIS STUDY

3.1 The Teaching of Literature

Before we talk about the teaching of literature, let us first see what, in fact, literature is. This term carries with it various definition, but here I will only put forward Moody's delimitation. Moody points out ~~that~~ "literature is an 'umbrella' term which covers a number of different kinds of activity."¹ One of them, which is most closely related to our discussion is :

... a subject in the school or college timetable, distinctly different from Biology, History or Physical Education, and in this connection we shall have an impression that Literature is subdivided into various sub-categories such as Poetry, Fiction, Drama, Satire, Tragedy, and quite a few others.²

In his later book, Moody clarifies his idea about literature by saying :

By 'literature' we refer to construction, or artefacts, in language, which may be designed for any of the whole range of human communication needs, private or public, oral or written, for which language is used.³

Furthermore, Moody adds that there are conventional academic classifications of literary genres : Poetry, Drama, Prose, which in fact are really insufficient to describe literature.⁴ This thesis only deals with Prose, to be more specific Novel, focusing only on Plot and Characters.

The teaching of literature, as Subhan suggests, "is not aimed at making the students actors or creators but only appreciators."⁵ This is in accordance with Pattison's view :

... he (the student - writer) is a spectator, not an actor, when he reads or listens to literature. All that can be done for him is to help him see what is happening more clearly.⁶

Therefore, our problem is how we should teach so that the students can see what is happening more clearly. This can be done by arming them with the theory of literature, providing for them chance to experience literary works and giving them guiding exercises for the more understanding of the works.

1). Moody, 1971, p. 1

2). *ibid.*, p. 2

3). Moody, 1983, p. 19

4). *ibid.*

5). Subhan, 1985, p. 44

6). Pattison, 1972, p. 105

3.2 The Teaching of Plot and Characters

In this sub-heading I only offer guiding exercise and the technique to do it for the more understanding of Greene's representative work The Heart of the Matter.⁷ The theory of plot and characters is already included in 1.3 The Theoretical framework.

* First of all, the teacher divides the novel into six sections as follows:

Section 1:

Book One

Part One

Chapter 1: pp. 11 - 43 : 33 pages

Chapter 2: pp. 43 - 59 : 17 pages
50 pages

Section 2:

Part Two

Chapter 1: pp. 61 - 73 : 13 pages

Chapter 2: pp. 73 - 77 : 5 pages

Part Three

Chapter 1: pp. 79 -102 : 24 pages
42 pages

Section 3:

Book Two

Part One

Chapter 1: pp.105 -127 : 23 pages

Chapter 2: pp.127 -146 : 20 pages

Chapter 3: pp.147 -154 : 8 pages
51 pages

Section 4:

Part Two

Chapter 1: pp.155 -167 : 13 pages

Part Three

Chapter 1: pp.169 -182 : 14 pages

Chapter 1: pp.182 -194 : 13 pages
40 pages

Section 5:

Part One

Chapter 1: pp.197 -205 : 9 pages

Chapter 2: pp.205 -217 : 13 pages

Chapter 3: pp.217 -229 : 13 pages

Chapter 4: pp.229 -239 : 11 pages
46 pages

7). Eastman, 1965, p. 199, considers The Heart of the Matter as Greene's representative work.

Section 6:

Part Two

Chapter 1 : pp. 241 - 247 : 7 pages

Chapter 2 : pp. 247 - 251 : 5 pages

Chapter 3 : pp. 251 - 257 : 7 pages

Part Three

Chapter 1 : pp. 259 - 264 : 6 pages
25 pages

* The teacher makes 11 to 14 questions for each section.

Section 1:

1. Does Scobie marry Louise because of love? Prove your answer using (a) quotation(s) in the text.
2. Mention at least two elements of instability in the text up to your reading this week.
3. What is Louise's prominent characteristics?
4. How does Scobie react to Louise's dependence on him?
5. Why does Louise cramp her dressing-table with many photographs of her and other people: her friends, important people, etc.?
- 6a. Why is Louise friendly to Wilson while this man is rejected by her club?
- b. What does this quotation mean 'Any face that didn't 'know' was welcome' (p. 30) ?
7. Why is Scobie happy to see Louise's friendship with Wilson?
8. What makes Scobie help Yusef when he finds this man in trouble while he knows Yusef's bad reputation and he himself is gossiped to be in the Syrian pay?
9. What is meant by the line 'Comfort, like the act of sex, developed a routine' (p.41) ?
10. Why does Louise want to go to South Africa?
11. Explain the meaning of the line: 'Against the beautiful and the clever and the successful, one can wage a pitiless war, but not against the un-attractive' (p. 49)
12. Taking away the Portuguese captain's letter for his daughter, Scobie thought, 'How I hate this war' (p. 50). Why does he think so?
13. From the line 'This was what he always left out of account - the accuracy of her observation' (p. 57) we know that Louise is right to say that Scobie will have peace without her. But why does Scobie

get angry to hear it?

Section 2:

1. What is meant by this line 'There's no accounting for tastes!' (p.63)? Is it true to your own experience?
2. What does Wilson think about Scobie?
3. How does Scobie treat Wilson?
4. Do you agree to the line 'We'd forgive most things if we knew the facts' (p. 75) ?
5. What does Wilson feel when he sees Louise kiss Scobie by the time he goes to Bamba?
6. Explain, if anything, the implication of Scobie's dream on page 79.
7. Why does Scobie not include Louise in his description of happiness' (p. 80) ?
8. Do you agree to this statement '... no human being can really understand another, and no one can arrange another's happiness.' (p. 81) ? Give reason(s).
9. Scobie considers Father Clay 'a man without resources' (p. 82). What resources do you suggest for a priest?
10. Scobie has a different idea about God's mercy from Father Clay does. Which one do you take side to? Why?
11. Why does Scobie always find it difficult to tell Louise that he simply cannot raise the money she needs?
12. Why does Scobie suddenly change his mind and say that Louise can go while he in fact hasn't got the money?
13. Do you think Louise is happy to know that she can go?
14. Describe what kind of man Yusef is from the text you have read.

Section 3:

1. How is the condition of the survivors in general after they are saved?
2. Referring to Scobie's opinion about God's love on page 114, do you find it difficult to understand His love for allowing the child to survive the forty days and nights in an open boat and then die soon after she is saved?
3. How can Scobie come to this pessimistic idea: 'What an absurd thing it was to expect happiness in a world so full of misery.' (p. 117) ?

4. Why is Scobie so afraid to be left alone with the dying child?
5. 'Father,' he prayed, 'give her peace. Take away my peace for ever, but give her peace.' (p. 118) That is Scobie's prayer for a poor child. Why is he willing to sacrifice his peace for this child?
6. What does Wilson intend to do by being so cynical to Scobie?
7. How can Scobie react so calmly to Wilson when he tells Scobie that he has kissed Louise?
8. Helen Rolt says, 'I wanted to go. I wanted to be alone. People kept on coming to see me.' (p. 129) and yet she asks Scobie to stay that night. These two facts seem to be contradictory. Explain how it can be so.
9. Are you surprised to hear Yusef's confession about the diamond smuggling and his reaction towards Scobie's decision to end their friendship? Why?
10. Do you sometimes get tired of your religion as Scobie does? Do you think it is just normal or is it a sign of your lacking of faith, or else? Give reasons.
11. Helen easily gets over the death of her husband. Does it show her maturity or else? Explain your answer.
12. What makes Scobie and Helen become close friends so soon?
13. What is meant by this line 'What they had both thought was safety proved to have been the camouflage of an enemy who works in term of friendship, trust and pity.' (p. 153)
14. Can you tolerate their 'kissing' as soon as Bagster goes away? Why?

Section 4:

1. Why is Wilson filled with self-disgust thinking about his lies in his profession and his private life?
2. Explain the meaning of this line 'Honesty is a double-edged weapon, but intelligence looked after number one.' (p. 161)
3. What does Wilson pay Yusef's boy to give him information for?
4. What makes Wilson go to the brothel? To your opinion, is it all right? Explain.

5. Pay attention to the line 'A grievance stirred in him, a hatred of those who had brought him here.' (p. 167)
Who are those persons he means ?
6. What are the similarities between Louise and Helen according to Scobie?
7. What impells Scobie to write the love letter to Helen?
8. Explain in your own words, why Scobie is unable to shift his burden to Father Rank.
9. Whom do you suspect of taking away Scobie's love letter from Helen's house? Why do you suspect him/her?
10. What pushes Scobie to the territory of despair ?
11. Do you agree to Scobie's opinion that Christ has not been murdered but has killed himself?
12. Conclude what kind of person Helen is after you read her letter to Scobie.
13. If you were Scobie, would you let yourself be black-mailed by Yusef, or remain loyal to the Government with the consequence that Louise would know it and your relationship with Helen would come to an end ?
14. How can Scobie think his own reflection on the mirror to be a stranger's face?

Section 5:

1. Do you agree to the following underlined statement:
'He avoided her mouth - the mouth reveals so much,
..... ' (p. 197) ? Give your reason.
2. What does Louise insist on Scobie to do after she comes back from South Africa ? Why does she do it ?
3. Scobie has a different opinion about Confession from Helen. According to you, which one is right ? On what base do you answer the question ?
4. How does Scobie feel when he attends the Mass without having Communion ?
5. What does this line mean ?
'He realized that for those who do not love time never stands still' (p. 206)
6. What do you think is the real reason of Louise's return ?
7. Why does Louise consider Helen lucky just because Helen is not a Catholic ?
8. What does Scobie come to Confession for ? Does he have a real purpose of amendment ?

9. How does Scobie feel when he takes Communion ? (p. 217)
10. Is Scobie happy when the commissioner tells him that he is to succeed him in the next tour ? Why ?
11. Do you know the reason why Scobie, as a Catholic, has a mistress ? By doing so, do you think he really believes in God ?
12. What makes Scobie shift his burden to Yusef whom he knows as a cunning Syrian, not to Father Rank or other 'good' persons ? (p. 233)
13. What is the implication of this line : 'When I was born I was sitting here with you drinking whisky, knowing ' (p. 236)
14. Why does Scobie feel that he kills God when he finds Ali dead ? (p. 238)

Section 6 :

1. Why do Helen and Scobie change their mind to separate ? (p. 244)
2. Observe the following underlined sentence : 'Hatred went out of him at the touch - she wasn't as successful as all that : she would never be married to the Commissioner of Police' (p. 246) What does it imply ?
3. What does Scobie intend to do by adding an occasional note 'slept very badly' and 'sleeplessness continues' (p. 247) ?
4. When does Scobie start planning to commit suicide ? Give quotation(s) to support your answer.
5. What changes happen to Louise after she comes back from South Africa ?
6. Do you agree to Scobie's opinion that by committing suicide he puts himself to an eternity of deprivation ? (p. 253)
7. After Scobie's death Louise seems to open her heart to Wilson, and Helen to Bagster. Are you surprised to see this fact ?
8. What does Father Rank mean by saying, 'That's the silliest phrase in common use.' (p. 263) ?
9. What is the heart of the matter of this novel ? What is the meaning of the title of this novel ?
10. Point out the following aspects of the novel :
 - a. element of instability in the beginning
 - b. conflict experienced by the protagonist in relation

to his love affair with Helen.

c. climax

d. denou

11. Determine whether the following characters are 'flat' or

'round' : a. Scobie

b. Helen

c. Louise

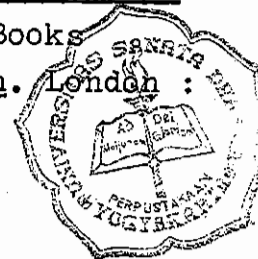
Give your reasons.

N o t e s :

1. Eastman (1965:199) considers The Heart of the Matter as Greene's representative work. * ~~Martin (1923)~~

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