A STUDY ON THE INFLUENCE OF THE SETTING TOWARDS THE MAIN CHARACTER IN HARPER LEE'S *TO KILL A MOCKINGBIRD*

AN UNDERGRADUATE THESIS
Presented as Partial Fulfillment for the Requirements
For the Degree of *Sarjona Sastra*
In English Letters

By:
Ika Santy Anggry Belladona

Student Number: 974214026
Student Registration Number: 970051120106120025

ENGLISH LETTERS STUDY PROGRAMME
DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2004
A STUDY ON THE INFLUENCE OF THE SETTING TOWARDS THE MAIN CHARACTER IN HARPER LEE'S TO KILL A MOCKINGBIRD

AN UNDERGRADUATE THESIS

Presented as Partial Fulfillment for the Requirements
For the Degree of Sarjana Sastra
In English Letters

By:
Ika Santy Anggry Belladona

Student Number: 974214026
Student Registration Number: 970051120106120025

ENGLISH LETTERS STUDY PROGRAMME
DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2004
A STUDY ON THE INFLUENCE OF THE SETTING TOWARDS
THE MAIN CHARACTER IN HARPER LEE'S TO KILL A
MOCKINGBIRD

By:

Ika Santy Anggry Belladona

Student Number: 974214026
Student Registration Number: 970051120106120025

Approved by

Dra. A.B. Sri Mulyani M.A.
Sponsor

Date: June 21, 2004

J.Harris Hermansyah Setiajid, S.S
Co-Advisor

Date: August 9, 2004
A Sarjana Sastra Undergraduate Thesis

A STUDY ON THE INFLUENCE OF THE SETTING TOWARDS THE MAIN CHARACTER IN HARPER LEE'S TO KILL A MOCKINGBIRD

By

IKA SANTY ANGGRY BELLADONA

Student Number: 974214026
Student Registration Number: 970051120106120025

Defended before the Board of Examiners
On August 23, 2004
And Declared Acceptable

BOARD OF EXAMINERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman</td>
<td>Dr. Fr. B. Alip, M. Pd., M.A.</td>
</tr>
<tr>
<td>Secretary</td>
<td>Drs. F.X. Siswadi, M.A.</td>
</tr>
<tr>
<td>Member</td>
<td>J. Harris Hermansyah Setiajid, S.S.</td>
</tr>
<tr>
<td>Member</td>
<td>Dra. A.B. Sri Mulyani, M.A</td>
</tr>
<tr>
<td>Member</td>
<td>Dewi Widyastuti, S. Pd., M. Hum</td>
</tr>
</tbody>
</table>

Yogyakarta, August 23, 2004
Faculty of Letters
Dharma University
Dean

B. Alip, M.Pd., M.A.
"YOU NEVER REALLY UNDERSTAND A PERSON UNTIL YOU CONSIDER THINGS FROM HIS POINT OF VIEW- UNTIL YOU CLIMB INTO HIS SKIN AND WALK AROUND IN IT".

(ATTICUS FINCH)
This undergraduate thesis is dedicated to:

My beloved mother and father
My lovely brother and sisters
ACKNOWLEDGEMENTS

First of all, I would like to express my greatest gratitude to my Allah SWT who is always blessing and giving me spirit, chance and ideas in writing this thesis. Alhamdulillah, I could finally accomplish the thesis. This is the beginning of my life.

I would like to express my gratitude to my sponsor, Dra. A.B. Sri Mulyani, M.A who gave her precious time and thought to read and correct my thesis. I also would like to express my gratitude to J. Harris Hermansyah Setiajid, S.S for his guidance, patience, and wise advice which helped me to finish this thesis.

My deepest gratitude to my beloved parents, Ign. Eddy Santoso and Sri Mulatsih for their prayer and financial support during my study in Sanata Dharma University. Thanks to my little brother, Denny Anggoro Prakoso and my little sisters Trilia DianSari and Irene DoraThea for their everlasting love and care. I love them and I am sorry for being late. This is really the hard time.

I would like to express my deep appreciation to my love, Mario Renaldo Waning. Thanks for always sharing the time and love with me. I am glad I have him. I am thankful to Wilmar and Jumini Waning for supporting and facilitating in finishing my thesis.

Special thanks to my friends of 97's class: Vonny, Iqa, Ngurah, Chen-chen, Ika Wulan and others whom I cannot mention. Thanks for still remembering me. Thanks for being my friends and share their joy with me.

Ika Santy Anggry Belladona
TABLE OF CONTENTS

TITLE PAGE ........................................................................ i
APPROVAL PAGE ................................................................ ii
ACCEPTANCE PAGE ....................................................... iii
MOTTO PAGE ................................................................... iv
DEDICATION PAGE .......................................................... v
ACKNOWLEDGEMENTS .................................................... vi
TABLE OF CONTENTS ...................................................... vii
ABSTRACT ..................................................................... ix
ABSTRAK ...................................................................... x

CHAPTER I INTRODUCTION ............................................. 1
  A. Background of the Study ........................................... 1
  B. Problem Formulation ................................................ 3
  C. Objectives of the Study .............................................. 3
  D. Definition of Terms .................................................. 4

CHAPTER II THEORETICAL REVIEW ............................. 6
  A. Review on Related Studies ....................................... 6
  B. Review on Related Theories .................................... 10
     1. Setting .................................................................. 10
     2. Character .............................................................. 12
     3. Characterization .................................................. 13
     4. Plot ...................................................................... 13
     5. Character Development ....................................... 14
     6. Character and Setting .......................................... 15
     7. Character and Plot ................................................ 16
     8. Relation between Literature and Psychology .......... 16
     9. Child Development .............................................. 18
  C. Theoretical Framework ............................................. 18

CHAPTER III METHODOLOGY ..................................... 19
  A. Object of the Study ................................................ 19
  B. Approach of the Study .......................................... 20
  C. Method of the Study .............................................. 21
CHAPTER IV ANALYSIS ......................................................... 23
   A. The Setting............................................................... 24
   B. The Characteristics of Scout Finch ......................... 33
   C. The Events Shaping Scout’s Character ...................... 39
       1. The Townsfolk about Boo Radley ......................... 40
       2. The Incident of Mrs.Dubose’s Death ..................... 45
       3. The Shooting of a Mad Dog ............................... 47
       4. Tom Robinson’s Trial ........................................ 50

CHAPTER V CONCLUSION .................................................. 54

BIBLIOGRAPHY .............................................................. 57

APPENDIX ...................................................................... 59
ABSTRACT


To Kill a Mockingbird is Harper Lee’s first novel published in 1960. The reception of the novel made up for all years of hard work and struggle. Not only was the book well liked by the reviewers, it was an instant success with readers young and old. Several book clubs, including the Literary Guild, chose the novel as a selection. In 1961, Harper Lee’s success was crowned with a Pulitzer Prize for fiction, making her the first woman to win the award since 1942. The novel talks about a six-year girl named Scout Finch. She is also the narrator of its novel who mentally grows up after she passes some events that happened around her. In this study, the writer tends to find out whether or not the setting of its novel influences Scout’s mental growth.

There are three objectives in this study. The first problem is to identify the description of the setting in the novel. The second is to describe Scout Finch’s characteristic in the novel. The third problem is to find how the setting influences Scout Finch’s mental growth.

This study uses library research. The writer collects the data from some books and analyzes them. The approach used in analyzing the problems is psychological approach.

From the analysis, it is revealed that the society of Maycomb County has really influenced Scout’s mental growth. She is at the first time, a young naïve little girl who knows nothing about the reality of Maycomb Society at that time. Then she changes into a little girl with full understanding of life itself after she gets some unforgettable experience that she has been through. The environment, it turns out, has an important role in shaping one’s character.
ABSTRAK


Dari analisis tersebut, terlihat bahwa masyarakat Maycomb sangat mempengaruhi perkembangan mental Scout. Pada awalnya dia merupakan seorang gadis kecil yang naif dan tidak mengetahui kenyataan sosial masyarakat Maycomb pada waktu itu. Kemudian dia berubah menjadi seorang gadis kecil yang mengerti tentang arti hidup itu sendiri setelah dia melewati pengalaman-pengalaman yang tak terlupakan. Lingkungan mempunyai peranan penting dalam pembentukan karakter seseorang.
A. Background of the Study

Human beings are dynamic. There will be some changes in their attitude although it is only a little. According to Elizabeth Hurlock in her book entitled Personality Development (1976:20), she states that human always experience personality changes. Those changes are influenced by some factors such as their society, important persons around them and their needs which also change all the time. Some people change extremely, from a good person into a bad one and vice versa.

Life is started when everybody is still a child. All children everywhere begin life innocent and without prejudice. Their individual experience with life will sculpt and shape their personality as they are growing up. To a child, the world is an amazing place to search for knowledge. Children see adults as figures of authority and generally accept adults’ words as a truth. Children are naïve. However, because of their innocence, they might commit ‘cruelty’ and ‘selfishness’. They are often acting before considering consequences. They will ignore people’s feelings when they have their own interest.

In short, society becomes one of the important factors in consuming the personality changing. In literature, society is included in setting that is one of the important elements in literary works. Setting can contain an environment or a
certain society where the characters live in. Setting can also contain certain event, which has any possibility on effecting the development of the characters. Most people believe that society is the major factor influencing someone's character development. It may influence on the actions and way of thinking. Since human lives in a society, they cannot refuse to associate with others. Here, the member of society would know some aspects in a society such as custom, beliefs, morality, social conflict, etc. Thus, society takes an important role in shaping the character development, especially the children. Since children are the characters who still develop, there will be a changing in their personality from one character to another depend on what kind of society they belonged to.

Harper Lee's *To Kill a Mockingbird* is a growing up novel. The novel describes how a little girl named Scout Finch mentally grows up. However, from another point of view, the novel might contain prejudice and discrimination between Whites and African American. This novel tells and portrays the situation of the Deep South Alabama with the African American and the White as a mediator to describe the segregation of the Alabama society. She also shows how children can analyze and judge of the society's belief. Children can be wiser than adults.

There are many characters in *To Kill a Mockingbird* but I only focus on Scout as the narrator of this novel. It is interesting to observe how Scout's character begins to develop little by little, as she enters from childhood through the adult game by some events. She has been through some events. Some events
must support and influence Scout's character development and then she becomes more aware of others.

I choose Scout as a material research because she is interesting besides she has a unique character. In many ways, Scout is a young girl with a high sensitive sense toward what happen in the society. Her character changes because she can finally get the answers of her curiosity about conflicts and rumors in her society.

In observing the novel, I am interested to analyze the intrinsic elements of this novel. They are setting, plot, and character. First, I will discuss and analyze the characterization of the young girl, Scout Finch, in this study. Then, the social setting will be discussed later on as one of the supporting parts. In this study, I will analyze how they support each other in plots, which bring to Scout's character development.

B. Problem Formulation

1. How is the setting in which Scout Finch lives described?
2. How is Scout Finch characterized in the novel?
3. How does the setting influence Scout’s character development?

C. Objectives of the Study

Firstly, this study aims to find the social setting which the author describes. In this case, the thesis will discuss and try to observe the description of the setting of time, place, and society physically and spiritually.
Secondly, the study will describe how Scout Finch is characterized in the novel. Here, the thesis will try to find out how Scout Finch characterized through the novel physically and mentally.

Thirdly, this study will try to figure out and observe how the setting influences Scout’s character development. In this part, the thesis will try to find out how the setting supports Scout’s character development. I will show how Scout influenced by the aspect of setting with the society where she lives in.

D. Definition of Terms

To avoid misunderstanding the words used above I will explain some terms in this thesis. The term of “influence”, according to A Dictionary of Psychology by James Drever means, “Any past or present condition, experienced as or actually playing a part in determining one’s behaviour, or course of thought, in the present; a common type of delusion” (1958: 134). All things happened have their own effects, whether to his or her own self or to others in the future.

The term setting according to Holman (1986:81) in A Handbook to Literature, means, “The physical and sometimes spiritual background, against which the action of narrative (novel, drama, short story, and poem) takes place.”

The next term is character. According to Abrams, “Character is an imagined person who inhabits a story and it shows a distinctive type of person” (1981:20). All characters in the story help to convey the writer wants to say or to tell to the readers. However, there is only one character who is characterized particularly, in other words the writer only tells about this character thoroughly,
seeing from his/her life's experience. This kind of character is called a major or main character. Abrams defines that,

A major or minor character is usually the center of the story. He or she is the most important character in the story. Usually, the action of the story focuses on this character from the beginning to the end. The core of the story is highlighted through the character's experience (1981:20).
CHAPTER II
THEORETICAL REVIEW

A. Review of Related Studies

People can give comments and criticisms when a work of literature is published and read by public. It is important since criticism can give us better understanding what the works are about. The critics can agree or disagree. They can give the praise either criticism on Lee’s *To Kill a Mockingbird*. In Joyce Milton’s *Barron’s Book Notes*, I find some comments and judgments from some reviewers.

When it appeared in 1960, *To Kill a Mockingbird* was the first novel by an unknown author. The great majority of such a book is read by a few thousand, or only a few hundred person, and then dropped quickly out of sight. *To Kill a Mockingbird* was a rare exception to the rule. It was widely read and received high praise as its publication, and it maintained a steady popularity into the 1980s (Milton, 1984:97).

According to Wakeman, *To Kill a Mockingbird* is regarded as one of the greatest novels. It was an immediate and triumphant success, both popular and critical. It also has subsequently been made into successful movie. For this work, Harper Lee was awarded several appraisals in 1961, such as Pulitzer Prize for the best novel of 1960, A Brotherhood Award, and several lesser Prizes (Wakeman, 1975:850).

Beside those awards, Lee’s *To Kill a Mockingbird* also receives unequaled praises and criticisms from many reviewers for a unique best seller as reported in
Joyce Milton's *Barron's Book Notes*. They come from many media such as *Chicago Sunday Tribune*, *Atlantic Monthly*, *New York Times*, *Commonweal*, *English Journal*, *The New Statesman*, and so forth.

The reviewers that greeted the appearance of *To Kill a Mockingbird* generally were very favorable. Richard Sullivan in the *Chicago Sunday Tribune*, July 17, 1960 gives a typical of praise to Lee's book entitled *Engrossing First Novel of Rare Excellence*. He said:

"To Kill a Mockingbird" is a first novel of such a rare excellence that it will no doubt make a great many readers slow down to relish the more fully its simple distinction... The style is bright and straightforward; the unaffected young narrator uses adult language to render the matter she deals with, but the point of view is cunningly restricted to that of a perceptive, independent child, who doesn't always understand fully what's happening, but conveys completely, by implication, the weight and burden of the story. There is wit, grace and skill in the telling. From the narrator on, every person in the book is every moment alive in time and place. (Milton, 1984:98)

A few reviewers found fault with certain aspects of the novel but liked the book as a whole. Phoebe Low Adams, a reviewer for the *Atlantic Monthly* called the book "successful," but went on,

To Kill a Mockingbird is a more successful piece of work. It is frankly and completely impossible, being told in the first person by a six-year-old girl with the prose style of a well-educated adult. Miss Lee has, to be sure, made an attempt to confine the information in the text to what Scout would actually know, but it is no more than a casual gesture toward plausibility
(http://www.theatlantic.com/unbound/classrev/mocking.htm)

Adams tries to ask if the adult Jean Louise Finch is really telling the story, why she never tells us how her attitudes toward her father, the Tom Robinson case, and other matters have changed over the years.
Other reviewers enjoyed the substance of the novel, but found fault with the style. In July 10, 1960 Frank H. Lyell wrote the following review entitled *One-Taxi Town* in *The New York Times Book Review.*

The praise that Miss Lee deserves must be qualified somewhat by noting that oftentimes the narrator's expository style has processed homogenized, impersonal flatness quite out of keeping with the narrator's gay, impulse approach to life in youth. Also, some of the scenes suggest that Miss Lee is cocking at least one eye toward Hollywood (Milton, 1984:99)

In the magazine *Commonweal* dated December 9, 1960, Leo Ward gave a third point of view on Harper Lee's style.

Both the style and the story seem simple, but no doubt it quite an achievement to bring them to that happy condition (Milton, 1984:99)

As far as the content of the novel goes, several critics have cautioned against the temptation to see *To Kill a Mockingbird* as only a "sociological" novel. One teacher, Edgar H. Schuster writes his review in *English Journal* published in October 1963. As he said;

Students enjoy reading *To Kill a Mockingbird*, but my experience has been that their appreciation is meager. Over and over again their interpretations stress the race prejudice issue to the exclusion of virtually everything else (Milton, 1984:99)

Not everyone would agree with this point of view. For example, Leo Ward in the review quoted above compares *To Kill a Mockingbird* with John Steinbeck's *The Grapes of Wrath*, a novel admired in large measure for its powerful portrait of the plight of the poor and oppressed.

On the other hand, critics who tend to agree with Schuster that the novel is not much about racial prejudice as about the universal experience of growing up,
have compared the novel with Carson McCullers’ *The Member of the Wedding* and with Mark Twain’s *Tom Sawyer* and *Huckleberry Finn*.

Finally, Keith Waterhouse writes his review in *The New Statesman* on October 15, 1960. He agrees with those who think that *To Kill a Mockingbird* is mainly a story about growing up, not a “social problem” novel. On the other hand, he agrees with Leo Ward that sometimes readers do not appreciate the art that goes into creating a novel that seems simple and straightforward:

The innocent childhood game that tumbles into something adult and serious is a fairly common theme in fiction, but I have not for some years seen the idea used so forcefully.... Pretty soon we are in the adult game, based on the same fear and fascination of the dark: The ugliness and violence of a Negro’s trial for the rape and the town’s opposition to the children’s father for defending him. Miss Lee does well what so many American writers do appallingly: she paints a true and lively picture of the life in an American small town. And she gives freshness to a stock situation (Milton, 1984:100).

My thesis is along with Schuster’s point of view that *To Kill a Mockingbird* is not a “social problem” novel but a “growing up” novel. In my opinion, the story tells to the reader about children who have mental growth. In the beginning of the story, it was told how Scout Finch and her brother, Jeremy Finch are busy with their world of imaginations and games. However, their games turn sour when they have to face the reality of the society around them. By having some experience of events that happened in their society, the children gain some values of respect, courage, understanding, and the most important is the life itself. Scout Finch is one of the characters that I want to analyze in this observation. Furthermore, the novel presents how children, especially Scout Finch mentally grows up from innocence into experience.
B. Review of Related Theories

1. Setting

According to M.H. Abrams in his book *A Glossary of Literary Terms*, he explains the physical setting as follows:

The setting of a narrative or dramatic work is the general locale and the historical time which its action occurs; the setting of an episode or scene within a work is the particular physical location in which takes place (Abrams, 1981:157).

Barnet states that the setting will give a description of when the story happened instead of where the story takes place. He adds that the setting can be as a background of characters and it supports to describe the characters and the situation of the novel. In a good story, the setting will probably be highly relevant and be part of the story's meaning, perhaps providing an ironic contrast to an exerting an influence on the characters (Barnet, 1988:718).

In other words, I can conclude from the terms of setting that it is an important element in the novel since it has a relationship with another element, particularly character, because setting is a background of the characters.

Then Murphy says that setting of the novel has great effect upon the personalities, action and way of thinking of the characters (1972:41). He tries to explain that the setting of the story is also important in effecting action and characters.
In adding the definition of setting, Kenney states some elements of setting. They are as in the following:

a) The actual geographical location, including topography, scenery, even the details of room’s interior.
b) The occupations and mode of day-to-day existence of the character.
c) The time in which the action takes place, e.g. historical period, season of the year.
d) The religious, moral, intellectual, social and emotional environment of the characters (Kenney, 1966:40).

Basically the social environment is the society in the novel. Each novel must have a certain social condition which becomes a part of how it shapes the characters in the novel with another character. It shows by Harvey opinion that, “the social setting shows a complex web of individual relationship” (Harvey, 1965:56).

Langland states that society is not merely comprehending peoples and their classes, but also their customs, conventions, beliefs, values, and cultures. She adds that society “may also revealed through human relationship, through characters’ patterned interactions and their common expectations of one another” (Langland, 1984:6).

Further Langland says that the society plays an important role to the character’s growth and self-realization although the characters define themselves within their society as their background (Langland: 1984:8).
She also mentions that the character, society, and narrator are the centers of values in the novel. The character may be in conflict with social values in which he lives.

2. Character

According to M. H. Abrams in his book *A Glossary of Literary Terms*, he defines character in two meanings, they are:

a) The character is a literary genre: a short, and usually witty, sketch in prose of a distinctive type of person.

b) Character are the persons in a dramatis or narrative work, who are presented by the author as being endowed with moral and disposition qualities that are expressed in what they say, the dialogue and what they do, the action (M.H. Abrams, 1983:20)

De Laar and Schoonderwoerd say that a novelist must be smart in making characters in order to make the readers are interested in it, so he must put them in human’s reality and situation. He also must make them behave like actual human beings (Van De Laar, 1963:170).

Specifically, character is an extended verbal representation of human being, the inner self that determines thought, speech, and behavior. A character is then a person in a literary work (Robert and Jacobs, 1987:50).

According to Stanton, the term character may refer to two meanings. It may designate the individuals who appear in the story, and may refer to the description of
attitudes, interest, desires, emotions, and moral principle of the individuals (Stanton, 1965:17).

3. Characterization

Jerome Beaty says that characterization in the novel help us to know what the character in the story is like. As she said in his book:

"Among the means of characterization, in addition to direct, is describing the way character look, (their physical appearance and their clothing, bearing, make up and so on); the way they speak, the way they think, what they do, and what other people say about them" (Beaty, 1984:231).

Mary Rohrberger and Woods define characterization as the process by which an author creates a character, the devices by which he makes us believe that a character is the particular type of person he is. There are two principal ways for an author characterizes the characters, they are as follows:

a) He can use direct means to describe physical appearance.
   In this way, he can say that Scout is 5 feet 4 inches tall, weigh 110 pounds, and has blond hair and blue eyes. He can describe her intellectual and moral attributes or explain to degree of her sensitivity. He can also say that she is bright girl who respect her parents.

b) He can use dramatic means and place her in situations to show what she is by the way she behaves or speaks (1971:20)

4. Plot

Forster states that plot is the same with story. Plot itself defined as a "narrative of events". The difference lies on the casual relation a plot has (Forster, 1974:60). Meanwhile Balick says that the plot is the pattern of events and situations in a narrative work, as selected and arranged both to emphasize relationship usually
of cause and effect between incidents and to elicit a particular kind of interest in the readers or audience, such as surprise and suspense (Baldick, 1990:170).

According to Perrine, plot is “the sequence of incidents or events of which a story is composed” (1956:43). He adds that to analyze plot one can “trace the development of rising action, climax, and falling action” (Perrine, 1956:50).

M.J. Murphy (1972:134) says that plot is a carefully thought-out plan in which all the events, all the actions and reactions of the characters contribute toward the forward movement of the story.

5. Character Development

Perrine (1974:71) proposes the classification of the characters based on the criterion of the characters’ development in novel, namely, a static character and the developing/dynamic character. A static character is the character who essentially does not undergo the process of change and development as a result of a happening in the story. A static character is “the same sort of person at the end of the story as he was at the beginning” (Perrine, 1974:71). The developing (or dynamic) character, on the other hand, is the character that undergoes a change and development in accordance with development of events and the plot in the story. A developing character “undergoes a permanent change in some aspect of his character, personality, or outlook” (Perrine, 1974:71).

According to E.M Forster there are two types of character, they are flat and around character. Flat character is “built around a single idea or quality”. The character is so simple that it can be described perhaps just with a sentence. The description does give much detail for the readers because the readers can understand
him easily. For example if the author states X is so cruel he will remain the same until the end of the story.

Meanwhile round character is more complex. He is like a person in real life with all his particularity. The description is more complicated because he in the beginning of the story is different with at the end (Abrams, 1981:20).

6. Character and Setting

It is necessary to discuss a theory about how the setting influence the character since this thesis discusses how the setting influences Scout Finch’s character development. Rohrberger and Wood Jr. state that there is a close relationship between the character and the setting. It can be said that the characteristic pattern of a person will be formed by the condition of his environment. The setting never exists by itself. It explains the characters and the situation can influence the atmosphere (Rohrberger and Wood Jr., 1971:22).

M.J. Murphy adds that the setting have a great effect upon the characters’ personalities, action, and way of thinking. The settings “where” and “when” they live in or at determine the characters in the novel (Murphy, 1972:41). Similar to Murphy, Van De Loar Schoonderwoerd says that the character’s behavior in the novel can be shaped by environment where he lives in:

Scene and environment in them is as important as the characters themselves, as the characters are determined and shaped by environment (Van De Loar and Schoonderwoerd, 1958:172).
7. Character and Plot

In Abrams *A Glossary of Literary Terms*, it is said that character is the person who runs the plot. Plot itself is defined as the structure of a dramatic or narrative work which arranged such a way to create emotional and artistic effect. During the flow of the plot, the readers can find who the characters really are through the description or narration by the author, either explicitly or implicitly (Abrams, 1981:137).

8. Relation between Literature and Psychology

According to Wellek and Warren, analyzing literary works relating to psychology can mean studying theory of psychology that may describe in a literary work. The point in this study is the application of the rule of psychology in the work (1956:81). It is undeniable that literature and psychology are two different fields that can influence each other. Literature in some drama and novels, creates characters that can be analyzed through theory of psychology.

Jung states that knowledge of psychology can be used to analyzed literature. He says, "Psychology, being a study of psychic processes, can be brought to bear on the study of literature for the human psyche is the womb of all the arts and sciences" (1966:86).

9. Child Development

Justin Pikunas (1976: 189-222) classifies that childhood is divided into three, early, middle, and late childhood. Early childhood begins at about two. Middle childhood extends about six or seven to nine or ten marked by readiness for school and actual school entry, the broadening of intellectual horizons by concrete
operation, a keener interest in group, a growing independence of parents, gains in resilience and enhanced self identification. Late childhood or preadolescence begins at nine or ten are characterizes by an increase in critical thinking, by theoretical questioning about causes and effects, by resistance to adult opinions and by emotional identification with peers of the same sex.

Gesell and Frances (1946: 89-121) describe the characteristics of the early childhood. It is said that the sixth year (or thereabouts) brings fundamental changes, somatic and psychological. It is an age of transition. The sixes are inexperienced in their management and meaning. They may meet a new experience with shyness and then with sheer abandon. They may refuse to answer a question for lack of knowledge and yet they declare, "I know about everything". Reportedly, they are "wonderful" at school and "terrible" at home, or vice versa. The six-year-old is beginning to experience an outside world when he attends school, and this extramural world may have standards and rules somewhat different from those he has to meet at home. He himself experiences conflict between the authorities of school and home. Six likes and seeks new experiences because "everything is everywhere" to him.

Hurlock (1953:104-110), states that the six year of the children's life is the questioning age. The age between the fifth and sixth years represent important breaks in the child's life. At the time of the first, the child is breaking away from the babyhood and, at the second, he is breaking away from the home environment and establishing himself in the broader social environment of the school and neighborhood.
C. Theoretical Framework

In this thesis, I am going to discuss Scout’s character development. Therefore, it is important to use some books that consist of many theories to help in observing the novel. Those are the theories about setting, character, characterization, and plot. Each theory will be applied in the analysis.

The theory of Abrams will be used in this thesis to analyze the setting of South Alabama in 1930. Kenney’s theory supports me to describe the setting in detail. I try to analyze the setting of time, place, and social setting.

I use Abrams theory and Stanton’s theory to observe a character in the novel named Scout Finch with her physical and mentally description. Theories on characterization applied in the analysis to show the way of the character’s look.

Plot is defined by Perrine as “the sequence of incidents or events of which a story is composed”. He adds that plot has the development of rising action, climax, and falling action”. This theory will be used to see how Scout character develops as the story develops. In this part, the analysis is based on the events and incidents in chronological way.

Gesell and Frances’ theory and Hurlock’s theory will be applied in this thesis to help me to dig more knowledge in understanding the character and behavior of a six-year-old child.
CHAPTER III

METHODOLOGY

A. Object of the Study

The object of the study is *To Kill a Mockingbird*, written by Harper Lee. In the middle of 1957, Harper Lee started to write the novel. The result was her first novel, *To Kill a Mockingbird*. Two and half years later, the manuscript of *To Kill a Mockingbird* was submitted to be published. The book was first published by William Heinmann Ltd in 1960.

In this study, the book analyzed was published by C. Nicholls & Company Ltd under Penguin Books 1963. In 1966 as the new Windmill series and was edited by Anne and Ian Serrailler. The novel totally consists of 287 pages and is divided into two parts. The overall of the book consist of 31 chapters.

Throughout the story in *To Kill a Mockingbird*, Lee presents the problems of racism, discrimination and social class in the South during the early twentieth century as the background of the novel. In the novel, these ideas are explored by a young girl, Scout. She passes many incidents which enters her to be more mature to see the reality of the society around her.

Since there is a close relationship between the personal character development and the environment, I discuss Scout Finch's character development influenced by the setting.
B. Approach

To go to the depth of the novel and to analyze the problems formulated in this study, I use psychological approach. Psychological approach is appropriate to analyze the character or personality development of the main character. Guerin clarifies that the relationship between literature and psychology by explaining the psychological theory that is usually used as an interpretive tool by modern critics (1979:120). He adds that psychological approach is an excellent tool for “reading beneath the lines” (Guerin, 1979:121).

Robert Stanton, in An Introduction to Fiction states, “The principal concern of psychological fiction is to explore the mind of its central character, especially on the deeper, less conscious level” (1965:64).

The reason why I apply this approach in this thesis is concerning with the setting of the novel and its influence to someone’s character development.

The discussion will be related to Scout’s mental growth. Here, the psychological approach helps me to analyze the characteristic of Scout Finch. I will try to describe on her attitudes, interest, desires, emotions, moral principle and her physical appearance. The main points that will be discussed and analyzed are the setting and its influence to Scout Finch’s mental growth based on the stream of the plot.
C. Method of the Study

In doing the study, I use library research as the method of study. In this method, I collect from either primary data or secondary data. The data are used to answer the problem formulation.

Harper Lee’s *To Kill a Mockingbird* was the primary data or source. In discussing the main problem and idea of this study, I have read the novel. After reading the book, I found interesting topic that rose questions to answer in this thesis. After understanding the issues that the story brings, some related books are then chosen and studied. I chose the book which consists of the idea of character and setting. Then those books would help me to answer the problem formulation.

The secondary data or sources were books which related to character, setting, and plot. Some of the books which are dealing with setting were *A Glossary of Literary Terms* by M.H. Abrams (1981), *How to Analyze Fiction* by William Kenney (1966), *An Introduction to Literature* by Sylvan Barnet (1994), *Society in the Novel* by Elizabeth Langland 1984), and others.

To support the analysis of this study, the theories about plot were applied also. Some of the books were Laurence Perrine’s Literature: Structure, Sound and Sense (1956) and E.M Forster’s Aspects of the Novel (1974).

In analyzing the problems of this study, I will use incidents and dialogues from Harper Lee’s To Kill a Mockingbird as proofs or evidence.
CHAPTER IV

ANALYSIS

This chapter is the analysis on the setting and the character of *To Kill a Mockingbird* based on the problem formulation stated previously in the first chapter. In dealing the problem formulation, it will analyze the setting first, then the character of Scout Finch, and next the influence of the setting to Scout Finch's character which results on her changing of way of thinking, behavior, way of speaking, and how to more understand other people.

The analyzed novel, *To Kill a Mockingbird* takes place in Alabama, a district in South America. This novel is also set in the year of 1930s, a period when racism, prejudice and segregation between White and Black American in struggling to be erased in America. It is also a time when there is a party against the demand of the equality of right for the Afro American. Even though, the injustice is still happened in some area like in the Deep South America.

The analysis will also explain the factors that force Scout to change her character. As a member of the society, Scout Finch is a six-year-old child; it is common for a young girl easily influenced by her environment that consists of social belief, norms, values, and villagers with various kinds of character and behavior. This thesis will also try to find out Scout’s characterization change in her behavior and her actions by analyzing the plot of the story.
A. The Setting

In analyzing the setting, I try to observe from physical and spiritual setting as suggested by Holman and Harmon (1986:465). I am also using Kenney's definition of setting. He says about the elements of setting are the actual geographical location, the occupations of the characters, the time in which the action takes place and the religious, moral, intellectual, social and emotional environment (Kenney, 1966:40).

In the beginning of story, Maycomb County is described as an uninteresting and quite place with unfriendly weather. Scout describes Maycomb as an old, dull, motionless, and tired town.

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered in the summer's day... (Lee, 1963: 11)

It is also told that Maycomb County is used to be a solid town, means an old town with a good government, a good physical development, and settled people.

In the beginning its buildings were solid, its court-house proud, its street graciously wide. Maycomb's proportion of professional people ran high: one went there to have his teeth pulled, his wagon fixed, his heart listen to, his money deposited, his soul saved, his mules vetted. (Lee, 1963: 134)

In expressing of great respect to the law in the country, Maycomb's jail is designed by someone's dream. Jail is a place for punished people and usually it is built in unrespectable look, but it is not in Maycomb's. As an old town, Maycomb's jail is the reflection of its town high appreciation of law.

Starkly out of place in a town of square faced stores and steep-roofed houses, the Maycomb jail was a miniature Gothic joke one cell wide
and two cells high complete with tiny battlements and flying buttresses. (Lee, 1963:153-154)

It is said that Maycomb’s jail supports the performance of its town.

The jail was Maycomb’s only conversation piece: its detractors said it looked like a Victorian privy; its supporters said it gave the town a good solid respectable look, and no stranger would ever suspect that it was full of niggers. (Lee, 1963:154)

The setting of time in To Kill a Mockingbird is 1930s. In American history, it is a time of Great Depression when many people suffered during this period. People are doing strike to insist a reformation in states. This condition has been described by Scout Finch.

There were sit-down strikes in Birmingham; breadlines in the cities grew longer, people in the country grew poorer. (Lee, 1963:120)

In a book entitled, A People and a Nation, Mary Beth Norton describes the impact of the depression on individual and blacks. She says that the impact of the depression on individual was gradual. Most people remains employed, but each day thousands received severance slips (Norton, 1984:375). Moreover, she explains that blacks, women, and unskilled lost their job first; whites and managerial personnel were go last. Discriminatory practices based on race and genders were accentuated. Whites displayed many blacks as servants, and replace black workers with whites (Norton, 1984:377).

In order to survive, most of people in Alabama make their living by producing cotton. Commonly, whites are the owner of the land and blacks as the workers.

It was customary for the men in the family to remain on Simon’s homestead, Finch Landing, and make their living from cotton. (Lee, 1963:10)
It is also supported by,

As a result the town remained the same size for a hundred years, an island in a patchwork sea of cotton fields and timberland. (Lee, 1963:134)

Besides cotton plantation, livestock becomes another income for Maycomb's people.

"Sure you do. You hafta know about cows, they're a big part of life in Maycomb County." (Lee, 1963: 24)

In keeping the relationship among neighbours, Maycomb’s people create an activity that is visiting the neighbours every Sundays. Therefore, the shuttered door on Sundays is assumed unacceptable manner in Maycomb.

The shutters and doors of the Radley house were closed on Sundays, another alien to Maycomb's ways: closed doors meant illness and cold weather only. Of all days Sunday was the day for formal afternoon visiting: ladies were corsets, men wore coats, children wore shoes. (Lee, 1963:15)

Maycomb's society is religious. They give a high respect to people who always go to church to do their worshipping rather than having it at home. In this case is the Radley.

The Radleys, welcome anywhere in town, kept to themselves, a predilection unforgivable in Maycomb. They did not go to church, Maycomb's principal recreation, but worshipped at home... (Lee, 1963:15)

The first few chapters are spent to describe setting the scene and the ways of people in Maycomb and how they relate to each other in certain ways. One point that is shown is the importance of family background and social standing. Someone like Atticus is respected, not only because of his profession as a lawyer, but also because
of the existence of his family. The Finch has lived in Maycomb County for over one hundred years.

He liked Maycomb, he was Maycomb County born and bred; he knew his people, they knew him, and because of Simon Finch’s industry, Atticus was related by blood or marriage to nearly every family in the town. (Lee, 1963: 11)

The definition above also has been supported by Scout’s description. Family history and credible ancestry were desirable in Alabama at the time of the story.

Being Southerners, it was a source of shame to some members of the family that we had no recorded ancestors on either side of the Battle Hastings. (Lee, 1963:9)

Because of the difference in family history, occupation, and race for instance, these can be some factors to create a social class in a society. Indeed, in 1930s there is social class in Maycomb. It is as one of the impact of discrimination, segregation and prejudice at that time. Therefore, people try hard to abolish the unjust system in America, such as abolishing slavery and segregation. Blacks have suffered for a long time because of this system. Boyer in his book entitled *The Enduring Vision: A History of the American People* explains in the 1930s discrimination and racism toward the black were deep seated, especially in the South (Boyer et al, 1990:908). Furthermore, Norton describes that the equal opportunity was denied to Americans who were nonwhite or female (Norton 1984:375).

Of course, the most important difference between the South of the 1930s and the South today is that in 1930s a system of segregation was in force. In *Barron's Book Notes* written by Joyce Milton, it is said that blacks and whites were forbidden by law to mix in schools, in movie theaters, or on trains. They could not use the
same restroom in the same area or drink from the same water fountains. Blacks had a little opportunity to get an education, nor much kind of jobs. Black people were not allowed to vote. They could not serve on juries, not even when the defendant was a black man (Milton, 1984:20).

In *To Kill a Mockingbird*, Harper Lee uses some kind of tribes to describe the complexity of Maycomb’s society. She creates the Finch as the upper class, the Cunninghams as the middle class, and the Ewells as the lower class.

The Cunninghams is one of the kinds of social class in Maycomb County. They do not live commonly as other Maycomb’s people used to be. They are county folks, farmers.

The Cunninghams never took anything they can’t pay back-no church baskets and no scrip stamps. They never took anything off of anybody; they get along on what they have. They don’t have much, but they get along on it. (Lee, 1963: 26)

Great Depression brings the economic crisis for every family. The rich becomes poor and the poor becomes poorer. People not only have difficulties in getting food but also in health condition, for instance, the Ewells as one of the lower class of the Maycomb society. The Ewells lived behind the town garbage dump together with the black cabin.

Every town the size of Maycomb had families like the Ewells. No economic fluctuations changed their status people like the Ewells lived as guests of the county in prosperity as well as in the depths of a depression. No truant officers could keep their numerous offspring in school; no public health officer could free them from congenital diseases indigenous to filthy surroundings. (Lee, 1963:173).
Every society has traditional beliefs. It is also in Southern society, especially in Maycomb County. The explanation above has clarified that family history is an important part of the tradition to many people in Maycomb. Many other men and women in Maycomb praise the distinction of class. This idea has been described by Aunt Alexandra when she forces Atticus, Scout’s father to explain to Scout about her position.

“... You are not from run-of-the-mill people, that you are the product of several generations’ gentle breeding.” (Lee, 1963:137)

According to Aunt Alexandra, people are born into a certain class, and they should behave accordingly. If you are born into a high class, you will always be considered high class, and if you are born into a low class, there is no use to try to be anything higher.

The view of class in Southern society may lead to prejudice and separation in the society. Furthermore, when Scout wants to invite her classmate, Walter Cunningham to have dinner with Scout’s family in Scout’s house, Aunt Alexandra has objections and comments.

“Jean Louise, there is no doubt in my mind that they’re good folks. But they’re not our kind of folks.” (Lee, 1963:228)

Furthermore, Aunt Alexandra explains that,

“... You can scrub Walter Cunningham till he shines, you can put him in shoes and a new suit, but he’ll never be like Jem.” (Lee, 1963:228)

Most of people in Maycomb are concerned about the mixing of class. Mixing means impunity and it is not done by them.
It is told in the middle part of the novel that the impact of the discrimination is not only to coloured folks, but it is also to mixed people, half white, and half coloured. People in Maycomb believe that someone have a drop of black blood, it will make him all black. Therefore, mixed people do not have a normal place in the South’s society.

“Half white, half coloured. You’ve seen ‘em, Scout. You know that the red-kinky-headed one that delivers for the drugstore. He’s half white. They’re real sad.’
‘Sad, how come?’
‘They don’t belong anywhere. Coloured folks won’t have ‘em because they’re half white; white folks won’t have ‘em ’cause they’re colored, so they’re just in betweens, don’t belong anywhere.” (Lee, 1963:165)

From the conversation above between Scout and his brother, I conclude that the mixing between races is not tolerated. In other words, miscegenation does not have a place in the Southern society.

In every society, there will be social beliefs. It cannot be separated from the social life. These beliefs arrange the behavior and the manner of the member of a society about kinds religions, views of certain idea how to be common folks of a society. For such case, Maycomb is a Christian Community. Attending the church is the people’s main recreation. They would not give any respect to those who does not go to church on Sundays. It is becoming as a routine activity in Maycomb’s society. Moreover, they are proud of being called as a Christian Society.

When Mrs Merriweather shook her head, her black curls jingled. ‘Jean Louise,’ she said, ‘you are a fortunate girl. You live in a Christian home with Christian folks in a Christian town...’ (Lee, 1963:235)
The relationship between black and white is not mutual relationship. White becomes the only side that treats black with underestimate point of view. These unbalance relation can be seen from the difference appreciation of First Purchase African M.E. Church’s existence.

First Purchase African M.E Church was in the Quarters outside the southern town limits, across the old sawmill tracks. It was an ancient paint-peeled frame building, the only church in Maycomb with a steeple and bell, called First Purchase because it was paid for from the first earnings of freed slaves. Negroes worshipped in it on Sundays and white men gambled in it on weekdays (Lee, 1963:122)

It is not a proper thing for white to join their presence in worshipping in black’s church. Some of blacks try to appreciate it with joy and proud. While others, cannot accept the White’s attendance. It has happened to Scout and Jem when they are invited by their housekeeper, Calpurnia to join with her to go to church. Lula, a black woman, refuses Calpurnia in bringing white children in black church.

Lula stopped, but she said, ‘You ain’t got no business bringin’ white chillun here – they got their church, we got our’n. It is our church, ain’t it, miss Cal?’
Calpurnia said, ‘It’s the same God, ain’t it?’
(Lee, 1963:123)

Black is discriminated in every part of their life. For example, the condition of black’s church is different in facilitates and its physical from white’s. There were no complete facilitates. Scout describes the condition of First Purchase African M.E. Church as the only black’s church in Maycomb.

First Purchase was unceiled and unpainted within. There was no sign of piano, organ, hymn-books, church programmes – the familiar ecclesiastical impedimenta we saw every Sunday. It was dim inside, with a damp coolness slowly dispelled by the gathering congregation. At each seat was a cheap cardboard fan bearing a garish Garden of
Gethsemane, courtesy Tyndal’s Hardware Co. (You-Name-it-We-Sell-It). (Lee, 1963:124)

The absence of the hymn songbooks in black’s church is reasonable. Black sings their song following Zeebo, a church singer. Their called it “Lining”. Calpurnia gives Jem the answer why black is having that such a way because they are illiterate.

Jem said it looked like they could save the collection money for a year and get some hymn-books. Calpurnia laughed. ‘Wouldn’t do any good,’ she said. ‘They can’t read.’ (Lee, 1963:128)

Harper Lee, in To Kill a Mockingbird represents an important event in the whole story. It is when the novel centers around the trial of Tom Robinson. He is a black American.

Black gets the unfair treatment in every aspect of their life. Even though in courts, a place where every human gets the same right in justice, blacks could not get the right to defend their life. Tom is accused of a mistake that he never did before. He is being accused of raping Mayella Ewell, a white girl. Throughout the trial, Tom Robinson is portrayed by injustice manner because of the racist mentality of the people in Maycomb County at that time. Even though there are some strong proofs that show Tom did not commit the crime, Tom is hard to get justice. Atticus reinforces this idea when he tells Jem,

“In our courts, when it’s a white man’s word against a black man’s, the white man always wins. They’re ugly, but those are the facts of life.” (Lee, 1963: 224)
Generally, this attitude was the mentality of most white Americans people in 1930s. It is included for those who come from high society level.

“...whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash.”(Lee, 1963: 224-225)

Throughout the novel, fear and prejudice are the dominant themes. At the beginning, it is described how the children’s fear of “Boo” Radley. The adults are also at fault. “Boo” is blamed for unexplained events and suspicion surrounds his family because they are “alien to Maycomb’s ways”. Boo Radley is innocent and would never harm anyone. He just stays inside because he does not want to face the prejudice world outside. He is afraid of the behavior of the prejudice white people in Maycomb County.

B. The Characteristics of Scout Finch

In describing the character of Scout Finch, the analyzed character, I apply a theory of character defined by Stanton. He says that the term character may refer to two meanings. It may designate the individuals who appear in the story, and may refer to the description of attitudes, interest, desires, emotions, and moral principle of the individuals (Stanton, 1965:17). This theory might help me to observe the characteristic of Scout Finch.

Scout Finch comes from a single parent family. Scout’s father sits on Alabama State Legislature and acts as Maycomb’s leading attorney. He has lost his wife when Scout was two years old. Atticus gets many criticisms from family and neighbors who think his children lack of discipline and proper guidance. Atticus
employed Calpurnia, the family’s black housekeeper who has looked after the family since the children lost their mother. Calpurnia supports the role as a mother figure in raising Atticus’ children. However, the biggest influence in shaping children’s character is from Atticus as the single parent. Calpurnia cannot be equaled as a real mother figure. Her job is supporting Atticus in guiding his children.

Growing without mother figure makes Scout tendentiously close to her father. The possibility, Scout could be a spoiled or tough girl. Because most of the day Scout encounters with male community, she becomes a tomboy girl, spunky and head strong, habits on fighting but she is also a smart and bright for her age. Scout’s childhood has a little feminine touch. Therefore, Scout works hard not to “act like a girl”. Moreover, Jem Finch, her brother advises his little sister to be a “gentleman” not a “lady”. This is becoming an encouragement for her to act like her loving brother.

Jean Louise Finch, whose nickname is Scout, is only five-and-a-half years old when the novel begins, but she is already a complex and interesting personality.

Scout is persevering in fighting arguments. She insists her viewpoint is the right one. In some occasion when Jem and Scout try to look back and discuss of how they can get the accident, Scout feels that her opinion is the make sense one.

I maintain that the Ewells started it all, but Jem, who was four years my senior, said it started long before that...
I said if he wanted to take a broad view of the thing, it really began with Andrew Jackson. (Lee, 1963:9)

Scout is not a sensitive young girl. Scout’s mother died from sudden heart attack when she was two and her father is a studious man in his fifties who has no
idea of how to play with his children. Scout must be a lonely child, but she was not. She is a tough girl.

Our mother died when I was two, so I never felt her absence...I did not miss her, but I think Jem did. (Lee, 1963:12)

The relationship of Scout and her father is considered very important in order to understand her character. Scout loves him very much because she is treated as an individual and he responds to her as one, eventhough she is still very young.

Jem and I found our father satisfactory: he played with us, read to us, and treated us with courteous detachment. (Lee, 1963: 11-12)

Scout Finch is kind a girl with a special talent. She has already been able to read a quotation from magazines and newspapers while other children in her age only can read alphabet. Moreover, it surprised her teacher, Miss Caroline.

... As I read the alphabet a faint line appeared between her eyebrows, and after making me read most of My First Reader and the stock-market quotations from The Mobile Register aloud, she discovered that I was literate and looked at me with more than faint distaste. (Lee, 1963:23)

Scout is very truthful and matter of fact. This is becoming one of the effects of Atticus reflection. On more than one occasion, Scout often asks Atticus about awkward questions. For example, she asks him about the meaning of rape, entailment, and horn lady. However, Atticus is always honest and open to her. He too, has a very high regard for children and treats Scout and Jem as his equals. One night, Scout overhears him telling his brother, Jack,
“Jack! When a child asks you something, answer him. Children are children, but they can spot an evasion quicker than adults.” (Lee, 1963: 93)

Scout is a smart child and has no trouble with the educational learning involved with school. Scout’s first learning experience away from home. However here, she experiences conflict through the differences in her classmates and her teacher’s way of teaching.

I never deliberately learned to read, but somehow I had been wallowing illicitly in the daily papers...reading was something that just came to me. (Lee, 1963: 23)

Scout is stubborn. She does not like being told by anybody. She cannot accept if someone criticizes what she should do. In the beginning of her schoolday, she cannot get along with her teacher, Miss Caroline because of her sentimentality of Scout’s ability to read. This is becoming the root of her reason for Scout to dislike to study at school.

If I didn’t have to stay I’d leave. Jem, that damn lady says Atticus’s been teaching me to read and for him to stop it. (Lee, 1963: 24)

Scout is just six years old. It is common for her age to always ask and criticize everything she wants to know. Scout often asks Atticus the reason she must behave like other children.

“Well, if you don’t want me to grow up talkin’ that way, why do you send me to school?” (Lee, 1963: 80)

From the quotation above, it can be seen that Scout’s campaign to avoid school has continued since the first day of her school. She cannot find her freedom to dig more knowledge.
Having school is not always giving the positive effects. It is also the negative one. Here in case, Scout likes to cuss since she studies at school. Badly, she does not know what it means and its purpose. It has shown when Scout has a conversation with Uncle Jack.

"You like words like damn and hell now, don't you?"
I said I reckoned so. (Lee, 1963: 85)

In her age, Scout Finch is very naïve. Sometimes when she has a conversation with adults, she does not even get the meaning of some words. These accidents often give a comical situation in her act. For example when Scout insists Atticus not to send Jem to come to Mrs. Dubose's house asking for apologize.

Atticus pushed my head under his chin. 'It's not time to worry yet, 'he said. 'I never thought Jem'd be the one to lose his head over this thought. I'd have more trouble with you.'
I said I didn't see why we had to keep our heads anyway, that nobody I knew at school had to keep his head about anything. (Lee, 1963:110)

Throughout the novel, Harper Lee gives Scout certain characteristic. Traditionally, young girls do not participate in fistfight. Many girls generally play games with dolls, take ballet lessons, and wear dresses. However, Scout joins in many fights and finds "pleasure" in beating her fellow classmates.

Catching Walter Cunningham in the schoolyard gave me some pleasure, but when I was rubbing his nose in the dirt Jem came by and told me to stop. 'You're bigger'n he is,' he said. (Lee, 1963:28)

When Scout fights with Walter Cunningham, her elder brother, Jem, feels obligated to stop the fight. Jem's reaction seems significant because usually female rebuke males for fighting, whereas Jem must hold back his little sister. Lee uses fist fighting to create a masculine aura for her main character.
Having girlish behavior is not what Scout wants to choose. She does not feel comfortable. Therefore she tries to avoid being girlish.

I was not so sure, but Jem told me I was being a girl always imagined things, that’s why other people hated them so, and if I started behaving like one I could just go off and find some to play with. (Lee, 1963:46)

Beating someone in a fight is one of Scout’s satisfactions. Leaving from a fight is a disgrace for her. However, onetime when Scout is yelled by Cecil Jacobs because he has called Atticus as nigger-lover, she finally is able to stop the fight. Scout does not want to make her father disappointed. Scout has proved it when she meets Cecil Jacobs in the second time.

I drew a bead on him, remembered what Atticus had said, then dropped my fists and walked away, ‘Scout’s a coward!’ ringing in my ears. It was the first time I ever walked away from a fight. (Lee, 1963: 82)

Scout does not have many friends. Her only friends are her older brother, Jem and a boy who visits Maycomb during the summer, Dill. She spends most of her time playing outside with two boys and does not associate with girls. Therefore, Scout often wears jeans, overalls, and other boyish clothes, in order to relate to her male friends. Because of her style, Scout often receives criticism from female adults. They insist her to change the way she dresses. One of them is Mrs. Dubose. While Jem and Scout walk into the town, Mrs. Dubose stops them.

"Don’t you contradict me!’ Mrs. Dubose bawled. ‘And you – ‘she pointed an arthritic finger at me – ‘what are you doing in those overalls? You should be in a dress and camisole, young lady!’’ (Lee, 1963:107)
Throughout the novel, Scout encounters various people she does not like. Some of them are Mrs. Dubose, a grumpy old lady and Atticus’s sister, Aunt Alexandra. Because of their appearance in Scout’s life makes her find difficulty in becoming a lady. She has found comfort in wearing pants and overalls. Scout feels the objection of their intervention.

Aunt Alexandra was fanatical on the subject of my attire. I could not possibly hope to be a lady if I wore breeches; when I said I could do nothing in a dress, she said I wasn’t supposed to be doing things that required pants. (Lee, 1963: 87)

According to Scout, it will not be a matter for a girl using pants. Scout feels she has to wear it, because it is required in participating boy’s activity. Most of the time Scout only plays with Dill and Jem. She does not have another friend except those two guys.

C. The Events Shaping Finch’s Character

I decide to apply Perrine’s definition about plot. Perrine’s defines plot as “the sequence of incidents or events of which a story composed (Perrine, 1956:43). This theory might help me to find out Scout’s character development by analyzing the development of events in the novel and its effect to her attitude of understanding of life itself.

Growing up is one of the most important stages of human life. It is the part when human reach maturity, become adults and arrive at full growth. Specifically, it also means understanding more about society. Harper Lee, To Kill a Mockingbird shows the narrator of its novel, Scout Finch who goes through the process of growing up. Because a child is generally growing and changing, I decide to observe
Scout's character development related to series of events and experiences that she has been through during the plot of the story.

1. The Townsfolk about Boo Radley

The first character to be judged swiftly and wrongly is the Finch's neighbor, Boo Radley. Boo is introduced as a hermit that lives shut up in his house, completely isolated from the outside world. In the beginning of the story, Boo represents the unknown. The children wonder about Boo and his strange way of life, but they really have no concept of who he is. Throughout the story, it is described how Scout and her brother, Jem are afraid of Boo Radley. Scout with Jem and Dill are curious about 'the mysterious' Boo Radley because he never comes outside of his house or associates with anyone in the neighborhood. People different from the "normal" citizens in a society often become misunderstood because they do not show the same values and beliefs as the majority of the society. People, such as the children do not understand why Boo feels it is not necessary to go out into the world and become a part of Maycomb. The children think he must be a foolish human.

During the story, Scout and her brother, Jem are concerned with the house next to theirs, the Radleys. The rumour is that Mr.Radley's son lives locked in the basement. The children nickname him "Boo" and with their friend, Dill spends many days trying to make him come out. Everyone in Maycomb knows about him and is all highly suspicious of him. According to Scout,

Any stealthy small crimes committed in Maycomb were his work. (Lee, 1963: 15)

At first, the children ask questions about Boo's weird living style. The children have their assumption about Boo from the wild stories, rumours, and vague
answers they receive from Miss Stephanie Crawford, Atticus, and Miss Maudie. The children are, in fact, afraid of him because of all the stories they hear about him from the people in Maycomb. For example, Miss Stephanie Crawford tells the children that while Boo is sitting in the living room cutting a magazine,

Boo drove the scissors into his parent’s leg, pulled them out, wiped them on his pants, and resumed his activities. (Lee, 1963: 17)

After hearing the stories like this, the children consider him to be evil. The stories only make their imaginations to run wild because Boo is still mystery. None of the children ever see Boo, but from the image they construct a vivid character.

Boo was about six-and-half feet tall, judging from his tracks; he dined on raw squirrels and any cats he could catch, that’s why his hands were blood-stained – if you ate an animal raw, you could never wash the blood off. There was a long jagged scar that ran across his face; what teeth he had were yellow and rotten; his eyes popped, and he drooled most of the time. (Lee, 1963: 19)

Gradually, they assume more about Boo because he never comes outside or with anyone and therefore, the children are not convinced otherwise. When this does not satisfy their curiosities, they create games and stories about Boo which describe him as being a monster. Boo Radley becomes a game for the children.

The children create a game called Boo games to fulfill their curiosity about Boo Radley. They act out different versions of Boo stabbing his father in the leg with scissors and other horrible acts on Boo’s part. Over the summers, they act out “Boo Radley Scenarios” that they believed to be true. Over time, they create new parts to the story. They even include Mrs. Radley into the story and portrays her as a poor woman, who after she marries Mr. Radley.
Mrs. Radley had been beautiful until she married Mr. Radley and lost all her money. She also lost most of her teeth, her hair, and her right forefinger (Dill’s contribution. Boo bit it off one night when he couldn’t find any cats and squirrels to eat.); she sat in the living room and cried most of the time, while Boo slowly whittled away all the furniture in the house. (Lee, 1963: 45)

These stories are based on the gossips that trail through their neighborhood. In reality, no one knew anything about Boo Radley. He stays inside of his house and remains reclusive in Maycomb County.

The “Boo” games begin with a simple dare that Jem has to carry out in order to gain respect from his sister and his friend. By slapping the Radley’s house, he is almost a hero for a brief moment, a hero that Scout and Dill admire because of his tremendous courage. Scout also has her turn to prove herself to the boys, but the opportunity comes to her as a surprise. As she rolls uncontrollably in a tire into the Radley’s front yard, her fear heightens with every turn and the right thing for her to do is to run away as fast as possible.

When I was able to navigate, I ran back to them as fast as my shaking knees would carry me. (Lee, 1963: 43)

As the games become routine, they try another quest to try to reach Boo. They place a note on the windowsill of the Radley place. Dill, Jem, and Scout spend most of their free time ridiculing Boo or trying to lure him out of his house. It turns sour when Atticus catches their act and then he warns them on bothering someone who wants to be alone. Atticus’ warning makes the children’s curiosity gets bad. The children are intrigued by the mystery surrounding him and continue to torment him despite Atticus’ warnings.
One time, the children try to invade the Radley property in hopes of finding more clues that will better explain Boo's character. It pushes them to the dangerous adventure. They try to look into the window of Boo's house, which pushes the children to the reality of the world. Mr. Nathan Radley, Boo's brother, catches them in a round about way then gives a shot from his gun. It makes the children become realize how far they have gone away from their game. The game has turn into a dangerous scary expedition. Jem and Scout are just beginning to see the reality of their games.

As the story progresses, Boo becomes a person with kindness and bravery. Boo leaves presents for the children in hollow trunk of an old tree, as well as covers Scout with a blanket during Miss Maudie's fire without Scout's acknowledge.

In the end, Boo becomes a hero and saves the children from almost certain death. While the children imagines and concludes Boo is a monster, he ends up by saving the children whom he knows nothing about. Boo saves Jem and Scout from Mr. Ewell's attack. Here, Boo shows his true heroic character with his weak physical to protecting Jem and Scout's life.

At the end of the book, Scout finally meets Boo Radley after he helps her and Jem in escaping from Mr.Ewell's attack. When she finally meets him, she sees how unfair she has been to him. Scout and Jem have believed all of the horrible stories about Boo Radley without knowing him first. In reality, Boo Radley contradicts everything the children believed about him. Personally, Scout cannot understand why Boo will not come out of his house and interact with other people in Maycomb.
Then she has a great improved of the real “Boo”. Boo has never spied on the children but just look out for them.

Scout realizes that it was wrong to assume evil things about Boo Radley. It is wrong to knocking down someone who does not have a voice. Throughout the novel, Scout seems to have change from a belligerent young girl to a person with a certain degree of understanding for those around her. For example, at the beginning of the story she is willing to play any type of prank on Boo Radley. At the end of the story, she walks him back to his house and sees things look the same from Boo Radley’s front porch as they do from hers.

I was beginning to learn his body English. His hand tightened on mine and he indicated that he wanted to leave. I led him to the front porch, where his uneasy steps halted. He was still holding my hand and he gave sign of letting me go. “Will you take me home?” He almost whispered it, in the voice of a child afraid of the dark. I put my foot on the step and stopped. I would lead him through our house, but I would never lead him home. “Mr. Arthur, bend your arm down here, like that. That’s right, sir.” I slipped my hand into the crook of his arm. He had stoop a little to accommodate me, but if Miss Stephanie Crawford was watching from her upstairs window, she would see Arthur Radley escorting me down the sidewalk, as any gentleman would do. (Lee, 1963: 282)

The last incident that brings Scout to adulthood is when Scout and Jem are brought safely home from their attacker by Boo. She finally has the courage to stand on the Radley’s porch, and the kids are no longer afraid of Boo Radley. They now understand him.

We came to the street light on the corner, and I wondered how many times Dill had stood there hugging the fat pole, watching, waiting, hoping. I wondered how many times Jem and I had made this journey, but I entered the Radley front gate for the second time in my life. Boo
and I walked up the steps to the porch. His fingers found the front-door knob. He gently released my hand, opened the door, went inside, and shut the door behind him. I never saw him again. (Lee, 1963: 282)

2. The Incident of Mrs. Dubose's Death

Courage is a hard term to define, but by doing the correct actions, Scout is able to gain a sense what it means to be courageous. In the beginning of the novel, Scout starts it by getting into a series of fights, but she learns and grows past these experiences.

My fists were clenched and I was ready to let fly. Atticus had promised me he would wear me out if he ever heard of me fighting any more; I was far too old and too big for such childish things, and the sooner I learned to hold in, the better off everybody would be. I soon forgot. (Lee, 1963: 80)

Atticus teaches that courage cannot be measured only by the ability to use gun or to fight. A brave person is not always a man who brings gun or used to join a war, for example Mr. Heck Tate, the sheriff of the town. According to Scout, Atticus is brave because he does something different, something common person usually afraid to do that is fighting for human right and justice. Scout also takes a lesson that Atticus is courageous because he is able to take the consequences of his decision.

Many problems and harsh condition arise in his life after he determines to defend a black man, Tom Robinson who is accused of raping a white girl, named Mayella Ewell. He is brave to face all Maycomb people's insults with remarkable patient and obstinacy. Atticus keeps talking nicely to them, for instance, to Mrs. Dubose, one of his neighbours who like shouting at Jem and Scout about Atticus' decision with vicious names.
“Your father’s no better than the niggers and trash he works for!” (Lee, 1963: 107)

However, Atticus does not get angry or avenges her words. Scout admires his father’s way of showing courage to her. Proudly she proclaims that her father is the bravest person who ever lived. Furthermore, he teaches Scout and Jem one lesson of courage from the lady.

Mrs. Dubose is an old sick lady. She is one of the neighbors who disapproves Atticus’ decision for defending a black man. She always hollers to Jem and Scout every time they pass her house. One day she is dying. She is a morphine addict. She takes it to kill her pain for many years. She has to spend the rest of her life on it and dies without so much agony. However, Atticus explains to his children that she determines to die free from the morphine that previously has sustained her. She fights against great agony even though she knew that she would loose but she does it anyway. Atticus says that Mrs. Dubose dies consciously. Atticus explains to the children how courageous the lady was to do it. Atticus uses this event as a means to teach the children about the real courage. Atticus gives an idea about the definition of courage after the children must face the reality of Mrs. Dubose’s death. He said,

“I wanted you to see something about her – I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It’s when you know you’re licked before you begin anyway and you see it through no matter what.” (Lee, 1963: 118)

Finally, Mrs. Dubose defeats a painful death so that nothing can tie her down to this world. At first, Scout does not realize the situation the old woman is going through, but later she learns to understand why Mrs. Dubose acts the way that she does.
3. The Shooting of a Mad Dog

One day Miss Maudie clarifies what is the definition of courage to Scout. She said,

“I simply want to tell you that there are some men in this world who were born to do unpleasant jobs for us. Your father’s one of them.”(Lee, 1963:219)

From Miss Maudie’s statement, I conclude that Atticus has courage to do an unpleasant job. He is willing to carry out a job that nobody in the town wants to do it. His job is defending a black man in front of law of a hostile town. Aunt Alexandra agrees with Miss Maudie’s opinion. She criticizes the Maycomb people cowardice. It is seen in quotation below.

“What does who want, Alexandra?’ Miss Maudie asked. I mean this town. They’re perfectly willing to let him do what they’re too afraid to do themselves- it might lose ‘em a nickel. They’re perfectly willing to wreck his health doing what they’re afraid to do…” ‘Who?’ The handful of people in this town who say a fair play is marked white only, the handful who say a fair trial is for everybody, not just us, the handful of people with enough humility to think, when they look at a Negro, there but or the lord’s kindness am I.’ Miss Maudie’s old crispness was returning: “The handful of people in this town with background, that’s who they are.”(Lee, 1963: 240-241)

From the quotation, it is described that Atticus is the man who is brave to defend an Afro-American man without paying attention on his safety and for the reward. Meanwhile other people are too afraid that the case will ruin them, mentally and financially. Through this incident, Atticus introduces a different form of courage.
Scout and Jem have believed that their father was not like any other fathers in school. They see him as an old man who cannot do anything. It is like Scout’s description about her father, Atticus Finch.

Our father didn’t do anything. He worked in an office, not in a drugstore. Atticus did not drive a dump-truck for the county, he was not the sheriff, he did not farm, work in a garage, or do anything that could possibly arouse the admiration of anyone. (Lee, 1963: 95)

Scout is wondering why her father is quite boring. Atticus does not do the things her schoolmate’s fathers do. He never goes hunting. He does not play poker, fish, drink, or smoke. His major interest is sitting in the living room and reading. Scout disappoints about him. Even they feel quite ashamed of him. They think that Atticus is feeble. One day Scout and Jem are dragging around asking Miss Maudie and Calpurnia about their father’s peculiarities. That year her school buzzes with talk about Atticus defending Tom Robinson, but none of which is complimentary. When Atticus gives her and Jem air rifles, he would not teach them to shoot. Uncle Jack is the person who instructs them. He says that Atticus is not interested in guns. With these attributes, he will remain as an inconspicuous person.

Atticus is surrounded by an old neighborhood, such as Mrs. Dubose who is close to a hundred, Miss Rachel, Miss Stephanie, Miss Maudie, who almost middle-aged people. Jem and Scout are the only children around there. It means that Atticus is old as well. He is nearly fifty. Actually his old age reflects his superiorities. Miss Maudie ever said,

“You’re lucky, you know. You and Jem have the benefit of your father’s age. If your father was thirty you’d find life quite different.’
‘I sure would. Atticus can’t do anything...’
'You'd be surprised,' said Miss Maudie. 'There's life in him yet.' (Lee, 1963: 96)

Miss Maudie says that Atticus' age actually gives many benefits for Scout and Jem. His age reflects maturity. Jem and Scout nevertheless think otherwise. They see that their father cannot do anything. They do not realize that Atticus can do many things. He once practices economy and derives reasonable income from it. He is a good lawyer and is the best chequer-player in the town. He also can play a Jew's harp. One day when there is a mad dog appears on the street, Atticus, their father, kills that mad dog with one shot.

The rifle cracked. Tim Johnson leaped, flopped over and crumpled on the sidewalk in a brown-and-white heap. He didn't know what hit him. Mr. Tate jumped off the porch and ran to the Radley Place. He stopped in front of the dog, squatted, turned around and tapped his finger on his forehead above his left eye. 'You were a little to the right, Mr. Finch,' he called. (Lee, 1963: 102)

Atticus' skill fascinates Scout and Jem. They are surprised to learn that he is the best shot in the town. Finally, their attitude and perception towards their father has changed since that incident. This incident leads them to a better understanding of their father. Atticus is known as the deadliest shot in Maycomb County. In his time but he never mentions anything about it to them. He has a right mind by never taking pride in his talent. He is also civilized in his heart. He puts his gun down when he realizes that his talent is unfair over most living things. It is the reason why he decides to stop hunting until he has to. It is quite difficult to understand why Atticus does not want the children to know it. However, they can learn one thing from their father, that he is a gentleman.
4. Tom Robinson’s Trial

Scout is the narrator of the whole book. She is the young daughter of a lawyer, Atticus Finch. They live in Maycomb County together with Scout’s brother, Jem and their aunt, Alexandra. The time is set during 1930s. At the beginning of the novel, it is described that she does not know much about the prejudice and racism, which exists in Maycomb. She basically knows nothing the meaning of prejudice and racism. She thinks every person is the same as her.

When she tries to report the events connected with the trial and the charge of rape, she completely does not understand the implications relating the injustice and prejudice in the Maycomb society. She does not even get the society’s view about Tom Robinson as a charged and a black man. In this case, her father, Atticus remains an important role of giving a clarification to some implications and vocabularies which are not understand by Scout. For instance, when at school, she is called as a daughter of a “nigger-lover” and she cannot understand the meaning of what they have said.

Cecil Jacobs made me forget. He had announced in the school-yard the day before that Scout Finch’s daddy defended niggers. I denied it, but told Jem.

‘What’d he mean sayin’ that?’ I asked.
‘Nothing,’ Jem said. ‘Ask Atticus, he’ll tell you.’
‘Do you defend niggers, Atticus?’ I asked him that evening.
‘Of course I do. Don’t say nigger, Scout. That’s common.’ Atticus sighed. ‘I’m simply defending a Negro- his name’s Tom Robinson.
‘For a number of reasons,’ said Atticus. ‘The main one is, if I didn’t I couldn’t hold up my head in the town, I couldn’t represent this country in the legislature, I couldn’t even tell you or Jem not to do something again.”(Lee, 1963: 80-81)
As Scout grows older she becomes more curious. She even goes so far as to enter the world of the blacks and to go to the black's church with Calpurnia.

First Purchase African M.E was in the Quarters outside the southern town limits. (Lee, 1963: 122)

Calpurnia's church is along way from the original neighborhood barriers, but thanks to Scout's new experience, she will not contain the prejudices held by many of the Whites townspeople. Lula argues with Calpurnia quite frequently, because she is trying desperately to prove to herself that she is not inferior. Lula says regarding church,

"You ain't got no business bringin' white chillun here – they got their church, we got our'n."

(Lee, 1963: 123)

Moreover, Calpurnia responds,

"It's the same God, ain't it?"

(Lee, 1963: 123)

Calpurnia’s wisdom goes far beyond that of Lula’s. Scout gains from this conflict a sense that knowledge equals superiorities without prejudice.

Another important development is that Scout finally begins to adjust her father's view about people. Scout understands Mayella's character and fully comprehends that eventhough Mayella is lying about Tom Robinson, she is one of the loneliest people in the world.

As Tom Robinson gave his testimony, it came to me that Mayella Ewell must have been the loneliest person in the world. She was even lonelier than Boo Radley, who had not been out of the house in twenty-five years. But she said he took advantage of her, and when she stood up she looked at him as he was dirt beneath her feet. (Lee, 1963: 196)
Step by step, Scout comes to her maturity. She begins to gain a better understanding how she views people. When Scout and Jem see how Tom Robinson is treated just because he is black, they begin to understand the meaning of prejudice. No one comes to help Tom Robinson except their father who defends him when Tom is accused of raping a white girl named Mayella Ewell. Scout watches the trial and believes that he will be found innocent. Instead, Tom Robinson is found guilty. Her disappointment in the verdict makes Scout question the idea of justice.

"Who in this town did one thing to help Tom Robinson, just who?" (Lee, 1963: 219)

Another incident which shows Scout’s mental growth is when she hears her teacher, Miss Gates, says that it is a good thing Tom Robinson is convicted because the black were too “high and mighty”. This disturbs Scout very much because the teacher is always telling them about democracy and the persecution of Jews yet it is OK to persecute the blacks. Scout wonders how her teacher could be so contradictory.

"Well, coming out of the court-house that night Miss Gates was – she was goin’ down the steps in front of us, you musta not seen her – she was talking with Miss Stephanie Crawford. I heard her say it’s time somebody taught ‘em a lesson, they were gettin’ way above themselves, an’ the next thing they think they can do is marry us. Jem, how can you hate Hitler so bad an’ then turn around and be ugly about folks right at home.” (Lee, 1963: 251)

In the end of the story, Scout finds out about what happens around her. She also finally finds out that most people are nice. She just has to put herself in the people’s situation.
As I made my way home, I thought Jem and I would get grown but there wasn’t much else left for us to learn, except possibly algebra. (Lee, 1963:284)

This statement shows that Scout understands the prejudice and people’s thought at last. That makes her life a lot different.
CHAPTER V
CONCLUSION

From the analysis, I find the answer to the three problems formulated in the first chapter. The first problem is about the description of Maycomb County as the setting analyzed in this thesis. The novel is set in 1930s in a small community in Maycomb County, located in the South America. Maycomb is a classic southern town full of gossip, tradition and burdened with a legacy of racism and prejudice. Although slavery has been legally abolished for many years, the Southerners in Maycomb continued to believe in white supremacy. It is also described that the social snobbery and the prejudice are still attached to the Southern values.

The town consists of the three communities; they are the white folk, the black community, and the “white trash”. In the novel, the black is considered as being in the wrong place at the wrong time. They still suffer from the unpleasant and unfair treatment from the whites. For such case, Tom Robinson’s trial as the biggest events happening in Maycomb County is pictured as the inferiors against their betters. Absolutely, blacks have no chance in winning the case although they are in front of the law. The jurors find him guilty because they feel to take the word of a black man over two whites would threaten the system they live under, that is the segregation.

There is not much privacy in a small town such as Maycomb County. The citizens often try to interfere others’ life by gossiping and judging someone’s life
without walking into others skin first. Boo Radley is one of the victims of the neighbors and Tom Robinson is the victim of the society.

The second question in the problem formulation is about the description of Scout Finch’s characteristics. She is a six years old girl but she is already a complex and interesting personality. Scout has an ability to read at an early age and therefore she has a vocabulary equal to that many adults. Comically, Scout often makes some mistakes in defining some terms. In her first day of school, Scout has troubles with her teacher related to Scout’s ability to read. According to the teacher, it is wrong way for Atticus in educating his daughter.

Scout is a smart and critical girl. Her ability of speaking fluently as grownups has made the lynch mob that has to come to kill Tom Robinson to turn away by saying the right words. In some occasion, Scout often asks Atticus about some issues around Maycomb’ society. She asks about the reason why she must go to school while she already has an ability to read, the reason why Boo Radley never comes out of his house, the reason why Atticus decides to defend a black man, Tom Robinson which everybody in Maycomb knows that it is impossible to win the case. However, sometimes she tries to find the answer by herself. Day by day, she finally gains the answers from the incidents happened around her.

The last problem is the influence of setting to Scout’s character development. Every person needs to grow up. Here, Scout comes to mentally growth after she had some experience and events that later give the real knowledge about life itself. Based on the analysis, I find that experiences teach the real knowledge which leads to Scout’s character development. The rumors about
Boo Radley change Scout from a belligerent young girl to a person with a certain degree of understanding for those around her. She has already changed her perception about her father. Atticus is a gentleman, he was not a commonly father. Scout gives more respect to her father. The events of Tom Robinson's trial because he has committed of having molested with a white girl gives the biggest knowledge for Scout in analyzing the Maycomb society. Tom is accused of something he never did, but he pays it with his life. In the end, Scout gains a better understanding of prejudice and hypocrisy of Maycomb County.
BIBLIOGRAPHY


APPENDIX

Summary of To Kill a Mockingbird

The story begins during the summer when Jean Louise Finch, nicknamed Scout, is six years old, and her brother Jem is about to enter the fifth grade. One day the two children meet a new playmate, seven-year-old Dill, who has come from Mississippi to spend the summer with his Aunt Rachel. Dill is fascinated by the neighborhood gossip about "Boo" Radley, a man in his thirties who has not been seen outside of his home in years. Egged on by Dill, Jem and Scout try to think up ways to lure Boo Radley out of his house, and they play games based on various stories about the Radley family. Their favorite part of the game is acting out an incident in which Boo Radley supposedly stabbed his father in the leg with a pair of scissors.

When fall comes, Scout enters the first grade. Scout finds a disappointment because she has already taught herself how to read and write. Scout and her brother, Jem are tempted by the discovery that someone has leaving small gifts in a knothole in one of the large oak trees on the corner of the Radley property.

Soon it is summer again, the children try to make contact with Boo Radley this year. They try to sneak up onto the Radley porch and spy on Boo through the window. Jem goes first, but just as he reaches the window, Nathan Radley, Boo's brother, catches sight of the children and frightens them off the blast from his shotgun. Jem is in such a hurry to get away that he leaves his trousers behind when they catch on a wire fence. That night Jem goes back to
retrieve his pants and finds that someone has mended them and left them neatly folded over the fence.

By now, Jem realizes that Boo Radley is not a monster after all, but has been playing along the children's games. Scout does not figure this out until the following winter, on the night that the house of their neighbor, Miss Maudie, burns to the ground. While Scout is standing outside in the cold watching the fire, someone sneaks up behind her and places a blanket around her shoulders. Later, Scout and Jem realize that there was only one person in the town who has not already at work fighting the fire, he is Boo Radley.

In the meantime, they learn that their father Atticus has become the defense lawyer for Tom Robinson, a black man who is charged with raping Mayella Ewell, a white girl. At first, the children care about the case only because it means that their friends have begun to call Atticus nasty names. Atticus warns them that they must not get drawn into the fistfights.

Scout manages to keep out of the fights until Christmas day, when her cousin calls Atticus a "nigger-lover", and she responds by punching him. After this incident, Scout and Jem begin think that perhaps their father's hatred of violence is just a sign of weakness on his part. Their suspicions are supported by Atticus' dislike of hunting. Although both children have received air riffles for Christmas, their father makes no secret of his disapproval. Then one day a mad dog wanders into the neighborhood and the sheriff calls on Atticus to put the animal out of its misery. The children learn for the first time that their "feeble"
father was once the best marksman in Maycomb County, and has given up
shooting out of choice, not fear.

Even knowing thus, the children find it hard to follow Atticus’ example
and hold their tempers. One old lady in the neighborhood, Mrs. Dubose, makes
Jem so angry with her insulting remarks about Atticus that he destroys every
flower in her garden. To make amends Jem has to read to Mrs. Dubose every
afternoon for two months. Only after Mrs. Dubose has died do Jem and Scout
learn that the old lady was struggling to overcome an addiction to drugs. Atticus
tells the children that Mrs. Dubose, unpleasant as she may have been, was a truly
brave woman. Courage he says, is not “a man with gun,” it is the willingness to
fight back even when the odds are stacked against you.

As the trial of Tom Robinson grows nearer, the children become more
aware of the strong feelings it has aroused in everyone in Maycomb. One day their
housekeeper, Calpurnia, takes Jem and Scout to visit her church, and the children
realize for the first time that the black parishioners are supporting Tom
Robinson’s wife because no one in town will hire her.

Two nights before the trial it to start, a group of men come to the Finch
house to tell Atticus about threats against Tom Robinson’s life. Atticus spends the
next night camped out at the jail to defend Tom against the mob. Jem, Scout, and
their friend Dill go downtown to check on Atticus and, by chance, arrive at the
same time as a group of very angry men, who have come to kidnap Tom Robinson
and kill him. Scout recognizes one of the men in the group as Walter
Cunningham, the father of a boy in her class at school, and her friendliness
embarrasses the man so much that he changes his mind and talks the mob into leaving.

The next day, at the trial, Atticus’ questions make it clear that Mayella Ewell and her father are lying about the rape: Tom Robinson is innocent. Nevertheless, the jury members convict him because their prejudices prevent them from taking from a black man’s world against two whites. Atticus is now a hero for a black community of Maycomb, but Bob Ewell, Mayella’s father, vows to “get” Atticus for showing him up as a liar in front of the whole town.

Tom Robinson, meanwhile, has given up any hope of getting justice from the courts. He makes a desperate attempt to escape from the prison exercise yard, and is shot dead. Jem and Dill, already bitter over the outcome of the trial, happen to be with Atticus when he tells Tom’s wife of the death, and they are deeply affected by her grief.

By the time Halloween comes around, the Finch family has begun to put the tragedy of Tom Robinson’s fate behind them. There is a Halloween pageant planned and Scout, much to her dismay, has been cast in the role of one of Maycomb’s most important agricultural products—a ham. After the pageant Scout decides to walk home still dressed in her bulky costume, with Jem leading the way. The cowardly Bob Ewell, seeing an opportunity to get revenge on Atticus through his children, follows the children down a dark street and tries to kill them. In the confusion that follows Scout realizes that another adult has appeared and is fighting on their side. It is none other than Boo Radley, who had seen the attack
from his window. Boo stabs Bob Ewell to death, and carries the wounded Jem home.

The sheriff decides to file a report saying that Bob Ewell fell on his own knife and died, thus sparing Boo Radley the publicity that would be sure to follow if his part in saving the children became known.

Scout never sees Boo Radley again after that night, but she has learned that he was a good man all along—not the frightening man that she and the other children imagine him to be. She has learned a lesson about understanding and tolerance. Moreover, through the sheriff's action she sees that sometimes there can be justice and compassion in the world.