THE MEANING OF LOVE AS SEEN IN THERESA,
THE MAIN CHARACTER OF NICHOLAS SPARKS’
MESSAGE IN A BOTTLE

A Sarjana Pendidikan Thesis

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

By
Irene Dian Pratiwi
Student Number: 111214019

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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January 22, 2016
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Yogyakarta, 17 February 2016
Faculty of Teachers Training and Education
Samosir Dharma University

Rohandi, Ph.D.
A Special World

A special world for you and me
A special bond one cannot see
It wraps us up in its cocoon
And holds us fiercely in its womb.

Its fingers spread like fine spun gold
Gently nestling us to the fold
Like silken thread it holds us fast
Bonds like this are meant to last.

And though at times a thread may break
A new one forms in its wake
To bind us closer and keep us strong
In a special world, where we belong.

- Sheelagh Lennon -
This thesis is dedicated to

my beloved parents,
my beloved brother and sister,
and Yogadinata family
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, January 22, 2016

The writer

Irene Dian Pratiwi
111214019
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Irene Dian Pratiwi
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Demikian pernyataan ini yang saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 22 Januari 2016

Yang menyatakan

Irene Dian Pratiwi
ABSTRACT

Pratiwi, Irene Dian. 2016. The Meaning of Love as Seen in Theresa, the Main Character of Nicholas Sparks’ Message in a Bottle. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study analyzes a novel entitled Message in a Bottle which is written by Nicholas Sparks. This novel tells about the journey of Theresa in finding her true love. The story begins with finding a message in a bottle in Cape Cod seashore. Motivated by her curiosity, Theresa looks for the sender of the message.

The aim of this study is to find the meaning of love as seen in Theresa, the main character of Nicholas Sparks’ Message in a Bottle. The problems to answer are “How is Theresa portrayed in the novel?” and “What is the meaning of Theresa’s love?”

This study is a library research. There are two sources used by the researcher in this study. The primary data is the novel itself, Message in a Bottle by Nicholas Sparks. The secondary ones are obtained from some related books, journals, and related articles in the internet. The theory of love, motivation, katresnanism, character and characterization, psychology, personality, and needs are applied in this study. In this research, the researcher used the psychoanalytic approach.

There are two research findings. First, the researcher found out that Theresa is beautiful, sensitive, enthusiastic, romantic, and physically strong. The second research finding was related to Theresa’s love. She falls in love with Garrett. It is love at first sight. They build long distance relationship because they live in different cities. Garrett is disappointed with Theresa because she is not willing to follow his wishes. His disappointment is acted by sailing away on the sea. The storm hits him and he sinks down. Theresa has found her true love although their love cannot be united.

It is suggested that the future researchers find whether or not Theresa is Garrett’s true love. It is also recommended that this novel can be used as material learning to teach Prose.

Keywords: Meaning, Love, Katresnanism, Message
ABSTRAK


Tujuan dari penelitian ini adalah untuk menemukan makna cinta Theresa, tokoh utama dalam Message in a Bottle karya Nicholas Sparks. Terdapat dua rumusan permasalahan yang akan dianalisa “Bagaimana potret Theresa dalam novel tersebut?” dan “Apa makna cinta Theresa?”


Disarankan kepada peneliti selanjutnya untuk menemukan apakah Theresa merupakan cinta sejati Garrett. Direkomendasikan juga bahwa novel ini dapat digunakan sebagai materi pembelajaran dalam mata kuliah Prose.

Kata kunci: Meaning, Love, Katresnanism, Message
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I would like to express my gratitude to Komunitas Tari Bali Sekar Jepun as a place to sharpen up my talent in dancing. I also thank Mbok Kadek and Bu Putu as my dancing teachers who have taught me patiently. My special gratitude goes to Mbak Mei, Mbak Ayu, Mbak Riris, Mbak Ratri, Komang, Mbak Sondang, and Dewi, who have become special friends in dancing.

Last but not least, I would like to thank all the people who cannot be mentioned here one by one. My prayers are always with them.

Irene Dian Pratiwi
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CHAPTER I
INTRODUCTION

This chapter consists of the background of the study, objective of the study, formulated problems, scope of the study, and definition of terms. The background of the study tells how the researcher chose this novel. The aim of this study will be explained in the objective of the study. The problem formulation consists of problems which are going to be discussed later. The scope of the study is about the limitation of the study. The last is definition of terms. In the definition of terms, the researcher defines each term that is used in this study.

A. Background of the Study

People need pleasure in their life. They try to achieve it in order to get the balance of life. One of the ways to get pleasure is by reading novels. According to Clark and Rumbold (2006), the benefits of reading for pleasure are a better understanding of other cultures and a greater insight into human nature and decision making (p. 10). Since a novel is from someone’s experience and imagination, people may understand easily because they have experienced the same thing. Hudson (1970) said, literature is a vital record of what men have seen in life, what they have experienced of it, and what they have thought and felt about those aspects which have the most immediate and ensuring interest for all of us (p. 6). As a result, people may get inspiration to make the decision in their lives.
In the literary work, the linguist uses his ability in making the story so that the readers seem to be brought in a place where the situation happens. By reading a novel, the readers will involve their emotions. Eagleton (1996) says, literature transforms and intensifies ordinary language, deviates systematically from everyday speech (p. 2). Literary work emphasizes on the beauty of language which can draw attention to the readers. One of the characteristics of romance genre is romances are emotionally engaging story and relationships. The storyline usually deals with the resolution of a difficult relationship (Smith, Trott, and Wyatt, 2004). That is suitable with Sparks’ novel which tells about love and relationship between Theresa and Garrett.

Some novels tell about love which makes people interested to read. One of the novels is Message in a Bottle by Nicholas Sparks. People may find joy of life through loving someone. Love can be an important emotion which is definitely experienced by people. Love can be expressed through songs, poems, or story like in this study that will be discussed later.

Message in a Bottle was written by Nicholas Sparks. This novel is originally from America. This romantic novel was released in April 1998 by Warner Books and Grand Central Publishing in America and Gramedia Pustaka Utama in Indonesia. This novel took place in Wilmington, North Carolina. There is a reason why the researcher chose this novel. The researcher is interested in researching bottle as a medium to send a message. A bottle is usually used to learn the sail system. The bottle is also used by the navy to learn ocean currents. However, a bottle in this novel has a romantic meaning. After taking long time on
the ocean, the bottle is finally found by the woman. The bottle makes two people love each other.

The novel involves Theresa as the main character who gets divorced from her husband and becomes a single parent for a twelve-year-old son. She finds the message in seashore during her vacation. She reads the most touching message and cries. The writer of the message is Garrett. He expresses his deep love to Catherine who has passed away. For Theresa, she should be alert to build relationship with another man since her husband has left her. Challenged by her high curiosity, she looks for the writer. Starting from the same hopes to find the partner, Theresa and Garrett fall in love. They build long distance relationship because they live in different cities. The journey of their love encounters up and down but they can face it along with their love which is stronger. The story ends with sadness because Garrett passed away during his sailing. He helps the people who catch in a storm. His sailing is affected by his disappointment to Theresa. Nevertheless, he has written a letter addressed to Theresa which expresses his love and apologizes to Catherine that he loves Theresa.

The caution of Theresa to know another man does not fade her intention to love Garrett. There is a psychological effect on a woman who gets divorced. Trivedi, Sareen, and Dhyani (2009) states that widows had higher mean levels of traumatic grief, depressive and anxiety symptoms (compared to widowers). A woman usually finds other activities to forget the problem. That is the way to ease the burden so that it does not immerse her in sorrow. Yet, it does not cover the possibility for those who want to build relationship again.
B. Objective of the Study

The aims of the study are to find out how Theresa is portrayed in Nicholas Sparks’ *Message in a bottle* and the meaning of Theresa’s love.

C. Formulated Problems

The problems of the study can be formulated as follows:

1. How is Theresa portrayed in Nicholas Sparks’ *Message in a Bottle*?
2. What is the meaning of Theresa’s love?

D. Definition of Terms

In this study, there are terms which might cause misunderstanding. Therefore, the researcher will explain the meaning of each term so that the readers can understand this paper.

1. Surface Meaning

According to Case and Marshall (2004), surface meaning has no relationships sought out or established; learned by repetition and memorization of formulae and simple algorithms. The students who use surface-level processing focus on the text itself, trying to memorize as much as possible. In other words, surface meaning is the literal meaning as seen and written in the text of the novel (pp. 606-609).

2. Deeper Meaning

As stated by Case and Marshall (2004), deeper meaning is relating formula to each other, or parts of algorithms to other parts. The students who used deep-level processing aimed to grasp the underlying meaning of the text (pp. 606-609).
The deeper meaning in this case is the true meaning of the novel based on the motivation of Theresa.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three parts. The first part is review of related theories. This part deals with the theories, which are going to be used to support the study. The theories consist of theory of love, theory of motivation, theory of katresnanism, theory of character and characterization, theory of psychology, theory of personality, and theory of needs. The second part is theoretical framework. In this section, the researcher elaborates the contribution of theories to answer the two formulated problems. The last part is the context of the novel. This part consists of background and setting of the novel.

A. Theoretical Description

1. Theory of Love

Love is powerful feeling for persons, animals, or things that satisfy our deepest desires and needs (Hauck, 1983, p. 16). Stenberg (2008) adds seven types of love relationships:

a. Intimacy Only = Liking

In this relationship, two people feel intimacy but do not experience passion or commitment. The example of this type is friendship.

b. Passion Only = Infatuation

The couple arouses a lot of passion to each other but do not feel particularly intimate or lack of commitment for long-term relationship.
This type of love are very sexually charged, but at the same time shallow.

c. Commitment Only = Empty Love

   This type of love is based on commitment but lacks of intimacy or passion.

d. Intimacy + Passion = Romantic Love

   This relationship has deep level of intimacy and strong passion but lack of commitment.

e. Commitment + Intimacy = Companionate Love

   The couples are truly in love and are committed to each other but lack of passion in their relationship.

f. Passion + Commitment = Fatuous Love

   Fatuous love occurs when two persons share a strong sense of passion and commitment, they have not achieved a close and intimate bond each other.

g. Intimacy + Passion + commitment = Consummate Love

   This is an ideal love because it contains intimacy, passion, and commitment. However, that is the most difficult type of love to be achieved and maintained over time.

   In brief, love needs intimacy, passion, and commitment for each other. In order to have an ideal relationship, the couple should have those three components of love. However, in this study, the type of love is a romantic love.
2. **Theory of Motivation**

Motivation is the ground in the characters’ temperaments, desires and moral nature for their speech and action (Abrams, 1985, p. 23). Hence, the existence of motivation affects human to do a certain thing. In order to understand human motivation, Maslow (1943) defines the basic needs of motivation:

a. **Physiological Needs**

Physiological needs refer to homeostatis and find the appetite. According to Maslow (1943), homeostatis is the body’s automatic efforts to maintain constant, normal state of the blood stream (p. 4), whereas finding appetite is done if the body lacks of some chemical, therefore the individual tends to develop a specific appetite.

b. **The Safety Needs**

If the physiological needs are relatively well gratified, there then emerges a new set of needs, which we may categorize roughly as the safety needs. The organism may equally well be wholly dominated by them. They may serve as the almost exclusive organizers of behavior, recruiting all the capacities of the organism in their service, and we may then fairly describe the whole organism as a safety-seeking mechanism (Maslow, 1943, p. 6).

c. **The Love Needs**

If both the physiological and the safety needs are fairly well gratified, then there will emerge the love and affection and belongingness needs. If the person has the absence of friends, parents, sweetheart, he will feel hunger for affectionate
relations with people in general. The lack of affection stimulates the person to attain the goal that is love needs (Maslow, 1943, p. 9).

d. The Esteem Needs

People in our society need high evaluation of themselves for self-esteem. Maslow (1943) classifies self-esteem into two types. The first type is desire for strength, achievement, adequacy, confidence in the face of world independence and freedom. The second type is desire for prestige, recognition, attention, and appreciation (p. 10).

e. The Needs of Self-Actualization

It refers to the desire for self-fulfillment; name the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming. For example, a dancer must dance, a musician must make music, and a poet must write, if he is to be ultimately happy. What a man can be, he must be. This need may be called self-actualization (Maslow, 1943, p. 10).

f. The Desires to Know and to Understand

One of the most universal human characteristic is curiosity. After the person gets all of needs, he may have desire to know and to understand.

3. Theory of Katresnanism

Katresnanism is a critical theory, which refers to a philosophical analysis. It is derived from Javanese philosophy. According to Herujiyanto (2001), theory of katresnanism (divine love) is “a term which refers to the result...
of an inductive work functioning as a reminder and invitation (èling-kèlingan) of one’s true self (jati diri) and one’s existence which was granted due to katresnan (divine love) as soon as one was born “(p. 2). Based on that meaning, katresnanism reveals a positive thinking that is beneficial to find one’s true self by doing good deeds in life situation.

There are 33 aos or principles of katresnanism which have been discussed in Herujiyanto’s paper such as celebrating feelings of needs to learn (andhap asor). Showing the concern and cares for others (andhom slamet). Giving the reasons that quandary or predicament may also be there due to the goal (angon mangsa). Appreciating others (atur panuwun). Becoming a model of learning (banyu sinaring). Promoting working for the sake of best for others (binerkahan). Changing practice in the light of the appraisal and versatile (cancut taliwondo). Doing honestly and truthfully (citra wicita wicitra). Applying calculated steps (duga prayoga). Holding a peace and happy ending (yatna yuwana). Welcoming and wishing good luck others (kasugengan). Believing in the long run (kraton nDalem). Promoting gratitude due to any situation granted (lonthong kemayangan).

Herujiyanto (2010) adds more aoses which are useful for our life. Explaining and identifying the purpose in the sense of beneficial mission and objective (migunani). Trying it out – presenting reliable deeds (mrantasi). Maintaining the fact that no body would like to lose their face (mulat sarira). Nurturing logical deeds (nalar). Holding commitment (ngugemi). Creating
pleasure and enjoyment (*nyamleng*). Promoting others respectfully (*nyumangga*). Creating harmony (*rukun*). Creating an energy and spirit of the so-called united mind and heart-you and me (*samanunggal*). Having a win-win attitude (*sithik edhing*). Doing the best one can and full-heartedly inviting the nature to take its course (*sumèlèh*). Creating peaceful end-overt and covert (*tentrem*). Acting sincerely (*tulus*).

Moreover, there are still *aoses* to be learned. Believing in reality of faithfulness, loyalty, and following the system agreed (*tuhu*). Celebrating the acts of tolerance (*teposliro*). Celebrating an open-ended spirit to be able to accept the end result due to understanding one’s limitation (*sumarah*). Producing and enthralling act and end (*mranani*). Imagining a peaceful, encouraging possible solution to the predicament appearing due to the goal (*mbombong-mbimbing*). Having thing matched and fitted; not less, not too much either; just right (*pas*). Producing one-true family atmosphere: caring and forgiving (*nyedulur mulur*).

It is believed that by applying the *aos* of *katresnanism*, people can enlighten and achieve better understanding of someone’s work by finding the deeper meaning. Herujiyanto (2010) says that *katresnanism* is used to see someone’s behavior positively (p. 3). As a result, people can create peacefulness in life.

One of *katresnanism aos* that is used in this study is *atur panuwun*. *Atur panuwun* means appreciating others. In daily life, appreciating other’s effort is
needed because people also need to be appreciated by others. By appreciating each other, people can live together with their fellows.

4. Theory of Character and Characterization

Character is an intrinsic element, which has an important role in literary work. Abrams (1985) states that characters are the people presented in a dramatic or narrative work, who are interpreted by the reader as being endowed with moral, dispositional, and emotional qualities that are expressed in what they say and by what they do (p. 23). Forster in Gill (1995) also mentioned two types of character:

“Flat character is built around a single idea or quality and is presented without much individualizing detail. A round character is complex in temperament and motivation and is presented with subtle particularity (p. 24).”

In addition, in literary work, there is also characterization, which means giving character by an author based on what the characters say and they do. Murphy (1972) in *Understand Unseen* adds nine ways to describe characters’ characteristics:

a. Personal description

The author can describe the character through his or her physical appearance.

b. Characters as seen by others

The author describes the character through the other’s character’s opinion and personal description in the story.
c. Speech

The author describes the character through what the character says, or speaks, including conversation with others, or gives ideas or opinion.

d. Past life

The character is described through his or her past life.

e. Conversation with others

The author describes the character through conversation of others and what they say about him.

f. Reaction

The author describes the character through the author person’s reaction towards various situation and events or the character’s reaction.

g. Direct comments

The author gives the description the person’s character directly.

h. Thoughts

The author describes the character through his knowledge or his thinking.

i. Mannerism

The author describes the person’s mannerism or habits that may also tell us something about the character.
According to an article by Sogang University (2014), there are two general ways that authors reveal character: directly and indirectly:

1. **Direct presentation**

   It occurs when the author simply tells the reader what the character is like. Other characters in the story may also directly tell the reader what a character is look like. This method is clear and economical, but must not be used alone.

2. **Indirect presentation**

   It occurs when the author shows us what the character is like. This is done by describing the character’s physical appearance, showing the characters’ words and actions, revealing the character’s thoughts, showing how the character is treated by others.

   Those are the ways to analyze character by Murphy (1972). By characterizing characters, the story will be alive. As a result, the readers may be interested to read.

5. **Theory of Psychology**

   Carlson (1994, p. 2) states “psychology is the basis of human knowledge and thought.” Furthermore, there are some aspects that affect person’s psychology (Aller, 1960):

   a. **The possibility of self-knowledge**

      Self-knowledge must precede self-upbringing. The main guide to knowledge of human action is the principle that such knowledge is primarily to be derived from the result of means conduct.
b. Our relation to our fellow men

Men’s behavior in general, and in particular towards the community, is largely determined by the conflict or the balance of the two primal tendencies, the will to power and the will to community. We are provided with a reliable criterion for our own fundamental attitude, namely the degree of harmony existing between ourselves and our fellows.

c. Love of one’s neighbor

The former performs the deeds of love in the light of cold reasoning without being founded on or enkindling a loving and tender affection. Even, effective love is still in the nature of love, provided that is relates in intention to our neighbor, his joy and sorrow and not our duty or our merit being its focus; where loving warmth and tenderness do not exist, there is no other way that can lead to effective love than the deeds performed in response to the effective love than the deeds performed in response to the effective variety.

6. Theory of Personality

The word “personality” is originally from Latin persona, which refers to a theatrical mask worn by Roman actors in Greek Dramas (Feist, 2006 p. 3). Therefore, personality can be said as a mask that people present to the outside world. Another scientist, Zukerman (1983) identifies the aspect of personality which is called sensation seeking. There are four components of sensation seeking:
a. Thrill and adventure seeking: a desire to engage in physical activities involving speed, danger, novelty, and defiance of gravity such as parachuting, scuba diving, or bungee jumping.

b. Experience seeking: the search for novel experiences through travel, music, art, or nonconformist lifestyle with similarity inclined people.

c. Disinhibition: the need to seek release in inhibited social activities.

d. Boredom susceptibility: an aversion to repetitive experiences, routine work, and predictable people, and a reaction of restless of discontent when exposed to such situations.

7. Theory of Needs

American psychologist Murray (1938) developed a theory of personality that was organized in terms of motives, presses, and needs. Murray (1938) describes needs as a "potentiality or readiness to respond in a certain way under certain given circumstances". Theories of personality which are on needs and motives suggest that our personalities are a reflection of behaviors controlled by needs. Furthermore, some needs are temporary and changing, other needs are more deeply seated in our nature. According to Murray (1938), these psychogenic needs function mostly on the unconscious level, but play a major role in our personality. These are the two types of needs:

a. Primary Needs

Primary needs are basic needs that are based on biological demands, such as the need for oxygen, food, and water.
b. Secondary Needs

Secondary needs are generally psychological, such as the need for nurturing, independence, and achievement. Besides, these needs might not be fundamental for basic survival, namely essential for psychological well-being. According to Murray (1938), all people have these needs, but each individual tends to have a certain level of each need. The first one is ambition needs. The components of ambition needs are achievement (success, accomplishment, and overcoming obstacles), exhibition (shocking or thrilling other people), and recognition (displaying achievement and gaining social status). The second one is materialistic needs. The components of materialistic needs are acquisition (obtaining things), construction (creating things), order (making things neat and organized), and retention (keeping things).

Moreover, Murray (1938) also adds the needs, that is power needs. The components of power needs are abasement (confessing and apologizing), autonomy (independence and resistance), aggression (attacking or ridiculing others), blame avoidance (following the rules and avoiding blame), deference (obeying and cooperating with others), and dominance (controlling others). The fourth one is affection needs. The components of affection needs are affiliation (spending time with other people), nurturance (taking care of another person), play (having fun with others), rejection (rejecting other people), and succorance (being helped or protected by others). The last one is information needs. The
components of information needs are cognizance (seeking knowledge and asking questions) and exposition (education others).

**B. Theoretical Framework**

In this study, there are two formulated problems. The first problem can be answered by analyzing Theresa’s character. The researcher applies Murphy’s (1972) theory that is character and characterization. Through personal description, character can be seen by others through speech, past life, conversation with others, reaction, direct comments, thoughts, and mannerism. Then, the researcher defines Theresa’s character.

The second problem can be answered by analyzing the true meaning of Theresa’s love. The researcher uses psychoanalytic approach and some theories such as theory of love, theory of need, theory of motivation, and theory of katresnanism. One of katresnanism aos which is used in this study is atur panuwun. Then, the researcher will find the connection of Theresa’s characteristics and the true meaning of love.

**C. Context of the Novel**

Context of the novel is a setting where and when the novel is written. By knowing the setting of the novel and its author, the readers may understand the story easily. The context of the novel is divided into two settings. The first one is the setting of the author when he writes the novel. The author of this novel is Nicholas Sparks. In writing *Message in a Bottle*, Sparks was inspired by his parents’ relationship. His parents had gotten married twenty-seven years. They
were separated by death. His mother fell down from the horse’s saddle and her head hit the rock. His father was so sad; he did not have an idea how to survive without his wife. That moment happened in 1989 and was chosen by Sparks to be an inspiration to write a novel.

The second one is the setting of *Message in a Bottle*. In this novel, there are many settings, but the researcher will mention several settings that frequently appear in the novel. The first place is Cape Code. Cape Code is a place where Theresa finds a bottle. The place becomes the beginning of Theresa’s love journey. The second place is Boston. Boston is a city in America where Theresa and her son live. The third place is Wilmington, North Carolina. Wilmington is a place where Theresa meets Garrett for the first time. The end of Garrett’s life also ends in that city. Therefore, Wilmington becomes a history of Theresa’s life.
CHAPTER III
METHODOLOGY

In this chapter, the researcher is going to discuss the object matter, the procedure in collecting the data, and also the approach.

A. Object Matter

The novel *Message in a Bottle* is the object of the study. The novel was written by an American author, Nicholas Sparks. It was made in the mid-late 1990s in Wilmington, North Carolina. The genre of this novel was romance. It was published on April 1st, 1998 by Warner Books. The main character in this novel is Theresa Osborne who is divorced and is the mother of a twelve-year-old son. She is a columnist of *Boston Times*.

The story begins when she is running at the beach on her vacation. She finds a message inside a bottle. She takes it and her heart beats quickly. She remembers when she was eight years old, she had ever sent a message through the sea, but she never has the reply. Before opening the bottle, she hopes that the message is a reply for her. After taking the bottle, she opens the roll message. She expects that the message is an old message. The message is written on July 22, 1997. She is shocked because the message is sent three weeks before. The message expresses someone’s love to his wife who passes away.
The message touches her heart. That is a beautiful message she has ever read. Theresa is so emotional reading the message. She cries.

She tells her boss, Deanna, about that message, and the reason why she is crying. Deanna asks her to publish the message in her column. However, Theresa does not agree with Deanna’s idea. Theresa does not want to publish someone’s personal letter to public. The sender of the message is Garrett. After having discussion with Deanna, Theresa agrees to publish the love message in her column without attaching the sender’s name. By giving the love topic in her column, the readers may feel interested to read because the topic has never been written before. As the result, there are several persons who claim that the message is theirs. Some of them want to get the royalty. But Theresa does not believe them. She finds the information by herself. She searches in the internet some keywords related to the message such as Wrightsville Beach, Wilmington, and Happenstance. Supported by her curiosity, she looks for Garrett alone. At the end, she meets Garrett and falls in love at the first sight with him. The message has changed her life forever.

B. Method of Study

In gathering the data, the researcher used qualitative research. It means the data were collected from literary review including the novel, some related books, journals, and related articles in the internet.

In writing this paper, there were some steps that the researcher had done. The first step was reading. The researcher read the novel several times in order to
get better understanding. The researcher took note for some vocabularies which had not been understood before. Then, the researcher looked for the meaning in dictionary. As the next step, the researcher highlighted the important information in the novel. By doing so, it was easy to find the related aspect which would be discussed.

The second step was gathering the references. In doing the research, references are needed to support the data. In collecting the data, the researcher read some books from library and also found information in the internet. In order to write the background of the study, the researcher wrote the information from Clark and Rumbold (2006) about the benefits of reading for pleasure. Moreover, the researcher also added the information about literature from Hudson (1970) and Eagleton (1996). In addition, the researcher used Case and Marshall’s (2009) theory to find the meaning of surface meaning and deeper meaning.

For chapter two, the researcher used the theory of love, theory of motivation, theory of katresnanism, theory of character and characterization, theory of psychology, and theory of needs. In order to make chapter three, the researcher collected the information from the internet. Also, the researcher used theory of katresnanism and psychoanalytic approach.

In order to make chapter four, the researcher applied the theory character and characterization by Murphy (1972) to find the characteristic of Theresa. Besides, the researcher chose theory katresnanism to answer the surface meaning. One of the aos used in this study was atur panuwun. Meanwhile, the researcher
used psychoanalytic approach to explain the deeper meaning. Therefore, the researcher drew the conclusions from all the discussion and wrote the implications and suggestions in chapter five.

C. Approach

This study dealt with the meaning of love as seen in Theresa, the main character of Sparks’ *Message in a Bottle*. In order to find the true meaning of love, the researcher applied the theory of *katresnanism* and psychoanalytic approach. *Katresnanism* theory was used to answer the surface meaning of Theresa’s love. It expressed Theresa’s struggle in finding the sender of the message based on Javanese’s point of view. Psychoanalytic approach was used to answer the deeper meaning of Theresa’s love. As a result, Theresa found her true love, Garrett.
CHAPTER IV
DISCUSSION

This chapter deals with the answers of the formulated problems stated in the chapter one. The first one is “How is Theresa portrayed in the novel?” and the second one is “What is the meaning of Theresa’s love?”

A. Theresa’s Characteristics

In order to analyze Theresa as the main character in the novel, the researcher uses Character and Characterization Theory by Murphy (1972). There are ways to describe a character, such as personal description, characters as seen by others, speech, past life, conversation with others, reaction, direct comments, thoughts, and mannerism. Through those ways, the writer finds five dominants character in Theresa; that is beautiful, sensitive, enthusiastic, romantic, and physically strong.

1. Beautiful

In this novel, the writer describes Theresa as a beautiful woman. She has straight brown hair, with medium length above her shoulder. Her eyes are brown with flecks of hazel. Her stomach is flat, and her legs are long lean from all the exercise over the years. She is thirty-six years old. She does not feel old, but her face cannot hide her age. She has slight wrinkles around the corner of her eyes.
Nevertheless, she looks attractive and beautiful. Besides, the Theresa’s beauty is clearly stated by Deanna’s statement, saying “Believe me you’re pretty, you’re successful, you’re intelligent. I could find a dozen men who love to go out with you (p. 19).” By giving support to Theresa, Deanna hopes that Theresa would like to open her heart so that she can find her partner. Moreover, Garrett also expresses his admiration to Theresa. “You’re beautiful, you’re kind, you make me laugh, you’re intelligent, and you are a great mother as well (p. 131).” Based on that conversation, it can be concluded that Theresa is beautiful. She has enchantment which makes somebody admire her.

2. Sensitive

Her being sensitive is affected by her past life. Getting divorced is the worst experience that Theresa has ever had. Her past life makes her heart easily touched. Sensitive means reacting easily in the sense of understanding what other people need, being helpful and kind for other people. The need of love and the hope to be loved which are not fulfilled may cause her being sensitive.

“Have you been crying?” Deanna asked as Theresa stepped onto the back deck, carrying both the bottle and the message. In her confusion, she had forgotten to throw the bottle away.

Theresa felt embarrassed and wiped her eyes as Deanna put down the newspaper and rose from her seat.

“Are you okay? What happened out there? Are you hurt?” She bumped into one of the chairs as she reached out and took Theresa’s hand.

Theresa shook her head. “No, nothing like that. I just found this letter and I don’t know, after I read it I couldn’t help it.”
Deanna read the letter slowly, and when she finished, she looked up at Theresa. Her eyes were watering. It wasn’t just her, after all.

It’s… it’s beautiful,” Deanna finally said. “It’s one of the most touching things I’ve ever read” (pp. 11-12).

After reading the letter, she cries. The message expresses the deeper meaning about love. As a woman, she needs love and attention from someone whom she loves. Her mind remembers about someone who has hurt her. He is David, her husband. In the bottom of her heart, she really wants to have a husband like a man in the message. Sadly, the situation of her life is as not romantic as in that message.

Another fact that Theresa is sensitive is shown by Theresa’s reaction when Garrett is angry at her. Garrett finds their own messages in Theresa’s drawer. There is misunderstanding between them. Based on Garrett’s opinion, Theresa approaches him just for completing her job; writing a column about message in a bottle. Yet, Theresa does not have that idea. She only wants to meet the writer who has written a beautiful message.

“You lied to me,” he said, almost as if it were a revelation.

“I didn’t lie. After reading your letters, I… I wanted to meet you.”

He didn’t understand what he was saying. He kept looking from the letters to her and back again. His expression was pained.

“You lied to me, you used me.”

“I didn’t…”

” Yes, you did!” he shouted, his voice echoing in the room (p. 152).
The conversation above shows that Theresa is fragile. She cries and cannot do anything. Although she has admitted her guilty, Garrett does not want to hear her reason.

3. Enthusiastic

Supported by her curiosity about the sender of the message, she looks for the writer of the message. Looking for the writer is not easy for Theresa. She has to find the location where the message is made. After all the preparation she has done, she goes alone to Wilmington, a place which is written in the message. Wilmington is quite far from her city. She never touches down Wilmington. In order to make it easier, she writes down keywords such as Wilmington, *Happenstance*, and other words that help her to find Garrett. Finally, she meets Garrett. She collects the data from her conversation to him. She does not tell him that she will observe his message.

4. Romantic

The last character of Theresa is romantic. When Deanna and Theresa are playing card, Deanna asks her about the criteria of man she is looking for. “I’d like him to be handsome, kind, intelligent, and charming – you know, all those good things that women want in a man” (p. 20). Another statement is also said by Theresa.

“He would have spent time with Kevin as if he were his own son – that’s really important to me. Oh – and he’d have to be romantic too. I’d love to receive some flowers now and then. And athletic, too. I can’t respect a man if I could beat him in arm wrestling” (p. 20).
As mentioned by Furman, Brown, and Feiring (1999), romantic couple involves a relationship. Relationship is ongoing interaction between two individuals who acknowledge some connection with each other (p. 7). In other words, romantic is a matter of personal choice, which has continuing relationship. In conclusion, Theresa wants to have a romantic man because she needs attention from a man. She makes the partner feel loved, special, and appreciated. It is shown by Theresa when she appreciates Garrett’s homemade steak. “Garrett, this is delicious,” she said earnestly (p. 86). Another fact that Theresa is romantic is she expresses her feeling to Garrett. “I was just thinking how nice silence is with you” (p. 89).

5. Physically Strong

Theresa is described as a strong woman. At the age of thirty-six years old, her physical is still strong for jogging. She loves jogging very much since she was in Senior High. She had always liked to jog, a habit she had picked up from running-cross country and track in high school (p. 3). Her positive habit brings good effects for her body. She has a flat stomach, long lean legs, and a beautiful body. Ririan (2007) defines that, running has a lot of benefits. First, it prevents muscle and bone loss. Second, maintain and improve general health. Third, get confident.

Jogging builds confidence and self-esteem like few other individual sports can. It allows the runner to defeat trial after trial, growing stronger and more sure of themselves with each foot strike. Confidence is even more a product of running for those who lose weight and gain a better self-image through running (Ririan, 2007, p. 2).
Fourth, it is stress relief. The life problems can be left awhile through jogging and the mind will be calm. “Theresa considered it to be kind of meditation, which was why she liked to do it alone “(p. 3).

B. The Meaning of Theresa’s Love

1. The Surface Meaning of Theresa’s Love

The Theresa’s journey to find her love is dramatic. Starting from having curiosity with the sender of the message, she can meet her love. In this study, there are two parts to find Theresa’s love; that is surface meaning and deeper meaning. In the surface meaning, the facts that show Garrett and Theresa love each other are clearly stated in the novel. Furthermore, surface meaning itself is divided into three stages. The first stage is finding the letter that washed up on the beach. The second stage is figuring out the sender of the letter. The third stage is not being able to live together because Garrett passed away. The next part is deeper meaning. This part explains the true meaning of Theresa’s love based on motivation theory.

The first stage is that Theresa finds a message in a bottle. Getting divorced from her husband, Theresa would like to open her heart and have a relationship with another man. The love begins when she finds message in a bottle. She is jogging in Cape Code, New England on her vacation. When she jogs along the seashore, she sees a bottle on the sand. She takes it and tries to open it. The first thing that struck her as she unrolled the message is the paper. She is
curious about that. Then, she opens the paper slowly. She starts to read from the beginning until the end. The letter is written on July 22, 1997. There is no address or phone number in it. Her curiosity becomes higher. The letter talks about someone who really misses his love. He is sad and cannot meet her. This is a small part of the letter which is found by Theresa:

*I am here to love you, to hold you in my arms, to protect you. I am here to learn from you and to receive your love in return. I am here because there is no other place to be. But then, as always, the mist starts to form as we stand close to one another. It is a distant fog that rises from the horizon, and I find that I grow fearful as it approaches. It slowly creeps in, enveloping the world around us, fencing us in as if to prevent escape. Like a rolling cloud, it blankets everything, closing, until there is nothing left but the two of us* (p. 11).

Theresa reads the message and cries. The letter is so touching. The writer of the letter is Garrett. He addresses the message to Catherine. The Theresa’s boss, Deanna, asks the message from her. She is curious why Theresa’s eyes are too watering after reading the letter. Then, Deanna reads it carefully.

Here, the researcher analyzes why Theresa cries after reading the letter. Her psyche is affected by the life situation. According to Murray (1893 - 1988) in theory of needs, people have certain level of needs such as affection needs. The life situation shows that Theresa is lack of affection needs. She does not get affection from her husband. Therefore, her emotion of being sad is easily appears when it is related with love.

The majority of women want to live happily with their partners. They are eager to have intact household. Divorcement is a nightmare for them but it can happen if the household cannot be maintained. A failed relationship may cause
emotional disorder, in this case is Theresa. There is an element which is not fulfilled in Theresa’s life that is being loved by her husband. The resentment caused by her husband causes trauma for Theresa.

There are several impacts after getting divorced from her husband. First, she raises her son alone. She has to work harder to fulfill her life needs. She understands that her ex-husband has had a wife and child from his new marriage. Therefore, she does not rely on her ex-husband to fund her life. By working harder as a columnist, she would be proud of her efforts. Her pride is showed by having a great achievement as a columnist. Second, there is no other place to share her joy and sorrow. Family is the best place to get affection among the member of the family. But, Theresa cannot feel that moment. Sometimes, Kevin, her son, spends his holiday with his father. It adds the loneliness in Theresa’s heart. Third, she has to realize the fact that she is alone. Theresa feel at home; there is no presence of husband.

The second stage is when Theresa is looking for the writer. According to Petri and Govern (1979), hedonism is assumed that we are motivated by pleasure and pain. We learn to approach situations that are pleasurable and similarly learn to avoid situations that are painful. Her adventurous spirit motivates Theresa to look for the writer. As a columnist, she needs clear information about the writer. Publishing a new topic such as love might give different impression to the readers. Besides, she wants to find another man who can be her partner. Maybe by looking
for the mysterious writer, she will find her love. That is Theresa’s motivation to release the pain.

Another theory which supports Theresa to find her love is *katresnanism* theory (Herujiyanto, 2010). One of the action principles is gratitude feeling or in a Javanese term is *atur panuwun*; it intents appreciating others. That gratitude feeling is showed by Theresa by being active. *Atur panuwun* refers to the spirit of grateful. This *aos* can be seen in Theresa to be grateful for her job she has obtained. A great job as a columnist demands her to get accurate information. Therefore, she never gives up finding the writer even though she has not been sure with him. She does the variety of ways such as searching in the internet about the location and visiting the location for several days.

Another gratitude feeling is showed by Theresa when she meets the writer of the message. She falls in love at first sight with him. Her first meeting with Garrett is the beginning of her love. She goes sailing with Garrett for the first time. Sailing in the high seas with the stranger makes her quite worried. She tries to erase her negative thinking about him. She is enjoying her sailing and having a good conversation with Garrett. They share their experiences on the boat, *Happenstance*. Theresa tells the experience about her life. She tells him that she has a son named Kevin. He is in California with his father. She got divorced from her husband three years ago. She cannot live with her husband because he has an affair with another woman. Garrett pays attention to Theresa’s story. Then, he starts the story. Theresa wonders that he will tell Catherine, a woman whom he
loves, who is written in the message. Strangely, he does not tell Catherine. He tells his childhood in Wilmington. His mother passed away when he was twelve years old. His father spends most of his time on the boat. Therefore, he is interested in growing up on the water. As the fog getting darker, Garrett brings the boat in the seaside. Then, Theresa goes back to the hotel. That night is the wonderful Theresa’s sailing with Garrett.

On the next morning, Theresa goes to Garrett’s shop to pick up her jacket which she left on the deck when they were sailing. Then, they go to the restaurant to have lunch. They go back to the beach on the night. They walk along the beach. Garrett kisses Theresa for the first time. Then, Theresa lets him to come to her hotel. They spend the romantic moment at Theresa’s room. They express their love by having sex. As time goes by, their loves become stronger. Theresa is really sure that Garret will be her partner. Love is a gift from God and it is unknown when it comes. Loving someone is not more than just sex but how to love him or her sincerely and do not want anything in return. Moreover, it can be an inspiration for many people.

The third stage is Theresa cannot live together with Garrett because he passed away. Theresa has found her true love even though the love cannot be united. They have passed the lovely days in a very short time. Love is everlasting as well as Theresa’s love to Garrett.
2. The Deeper Meaning of Theresa’s Love

In this part, the researcher deals with the true meaning of Theresa’s love. In analyzing Theresa’s love, the researcher uses psychoanalytic approach. According to Freud (1938), the ego is the aspect of personality that deals with reality. The id seeks to fulfill all wants, needs, and impulses while superego tries to get the ego to act in an idealistic and moral manner. Thus, the meaning of Theresa’s love related to the ego. It is clearly stated in the novel that Theresa cannot come to Garrett’s house in Wilmington because she has to attend a big conference in Dallas. Therefore, she has to cancel her meeting with Garrett.

“I’m really sorry, Garrett. I don’t know how to tell you this, but I am not going to be able to make it down to Wilmington after all. It’s just that something came up at the last minute – a big conference that I’ve got to go” (p. 138).

Hearing her reason, Garrett is disappointed. He and his father have prepared all things to welcome Theresa. Garrett’s disappointment can be seen from his simple answer to Theresa:

“You are angry with me, aren’t you?”
“No.”
“Are you sure?”
“I am sure” (p. 138).

In that situation, Garrett is not telling the truth. His tone shows that he is not happy with Theresa’s reason. In this case, Theresa cannot come to his house, and it does not mean that she does not love Garret. She decides to attend the conference because she has to face the reality that she is a single parent for a twelve-year-old son. She has to stand on her own feet. Moreover, she has to support her son. Therefore, she cannot leave her job because it is her life priority.
It is the same as Blake’s opinion. Blake supports Theresa’s reason because he knows her position very well.

“You’ve got to understand, Garrett – she’s got responsibility, just like you do, and sometimes those responsibilities take the priority. I’m sure that if something happened in the shop that you had to take care of, you would have done the same thing” (p. 139).

The divorcement from her ex-husband does not make her discourage, but it builds her to be a tough and strong woman. Besides, she has responsibility to take care of her son. Although she is a woman, she has to be a father of her son. Loving someone has to be realistic. It is because her job as a columnist takes priority.

On the contrary, Garrett is still upset with Theresa’s reason. “I understand all that, Dad. It’s just that I haven’t seen her for a month now, and I was really looking forward to her visit” (p. 139). Based on the Garrett’s answer, he does not understand Theresa’s position. As an adult, he should not be disappointed with Theresa just because she cannot come to his house. The journey of Theresa’s love is not easy. There are obstacles that she has to face. The problems come because Garrett does not understand Theresa’s position. The first one is that Garrett does not want to learn new things from Theresa. At the beginning, Theresa goes to Wilmington. She learns a new thing from Garrett, for example diving. That is totally different from Theresa’s life. “For the same reason you wanted me to learn how to dive – because it’s something exciting, something different” (p. 147). On the contrary, Garrett is unwilling to be introduced
Theresa’s life such as having a great achievement of Theresa’s column, having expensive dinner with her friends, and enjoying the show.

“I didn’t come up here to do something different. I came up here to spend some quite time with you. I haven’t seen you for a long time, and ever since we’ve been up here, it seems like we’ve been rushing from place to place. We haven’t even had a chance to talk yet and I’m leaving tomorrow” (p. 147).

It can be concluded that Garrett is selfish, he asks Theresa to follow what he wants but he does not want to learn new things from Theresa. All activities he has done with Theresa seems strange because those are not normally done by him.

The second one is when Garrett asks Theresa to move to Wilmington. Moving to Wilmington is not Theresa’s dream. She has a job in Boston and a son who must be supported. “I want you to move to Wilmington” (p. 148). His reason is he and Theresa will not have long period apart. Besides, he can see Theresa everyday, go sailing, and walk to the beach with her. Moreover, he wants Theresa does her job like writing a column in Wilmington. Hearing his desires, Theresa asks Garrett the same thing. She asks him to move to Boston.

“Then why can’t you move to Boston?”

“And do what?”

“The same thing you do in Wilmington. Teach diving, go sailing, whatever. It’s a lot easier for you to leave than it would be for me.”

“I can’t do that. Like I said, this” – he mentioned around the room and toward the windows – “isn’t me. I’d be lost up here” (pp. 149-150).
Based on that conversation, it does not seem fair for Theresa. Garrett only thinks about himself. He does not think about Theresa and Kevin’s life if they move to Wilmington. In other words, he asks Theresa to change her whole thing. She disagrees with Garrett’s opinion. Knowing that Theresa is unwilling to move to Wilmington, he gets angry. In brief, Garrett decides a decision just for his personal importance. He does not see from Theresa’s point of view.

The last one is when Garrett gets angry because Theresa keeps his personal messages, which are published, in her column. He does not expect that she will do that. She finds the letters and publishes them in her column. “You lied to me,” he said for the third time. “You used me” (p. 152). He feels that she has used and embarrassed him to many people in the world. Theresa cries and tries to explain why she keeps the messages. But Garrett does not want to hear her explanation. He leaves Theresa by showing his anger and holding his own messages.

Apparently, Theresa finds Garrett just to make sure that the message is written by him.

“Garrett, - yes, I admit I wanted to meet you. The letters were so beautiful – I wanted to see what kind of person writes like that. But I didn’t know where it would be lead, I didn’t plan on anything after that” (p. 152).

She does not intend to embarrass him in front of many people. That is the Theresa’s prior goal of going to Wilmington. Moreover, she does not know if she and Garrett will fall in love. Yet, Garrett assumes the different thing from
Theresa. He thinks that Theresa is willing to build a special relationship with him just to fulfill her column. Therefore, he leaves Theresa angrily.

In order to release the pain, Garrett takes *Happenstance* and sailing away. The weather is cloudy and cold, but he ignores it. The cloud is getting darker and the storm hits him. He cannot handle the boat. Finally his boat sinks. “They found his body yesterday morning. He’s gone, Theresa” (p. 170). Blake says sadly that Garrett passed away. Blake gives a box to Theresa and asks her to open it. There are hundreds of photographs; Garrett’s childhood and adolescence, high school and college graduation, the restored *Happenstance*, and dozens of photographs of Catherine. Then, she opens the message from Garrett. It is Garrett’s handwriting. He writes it before sailing away.

*Dear Theresa,*

*Can you forgive me?*

*Theresa, I love you and always will. I am tired of being alone. I see children crying and laughing as they play in the sand, and I realize I want to have children with you. I want to watch Kevin as he grows into a man. I want to hold your hand and see your cry when he finally takes a bride; I want to kiss you when his dreams come true. I will move to Boston if you ask because I cannot go on this way. I am sick and sad without you.*

*Garrett* (p. 173).

The letter shows Garrett’s seriousness to Theresa. He loves her very much and wants to have children from their marriage. Furthermore, he will go to Boston because he cannot live separately with Theresa. He also wants to see Kevin being a man and happy when his dream comes true. That is Garrett’s simple dream that will be passed to Theresa.
In conclusion, those are four obstacles faced by Theresa in having relationship with Garrett. The two of them are from different backgrounds; Theresa is a columnist in *Boston Times* and Garrett is a diving tutor in Wilmington. However, the difference between them does not block their love. They build long-distance relationship because they live in different cities. Theresa is motivated to build relationship because she needs a man to be her husband. Unfortunately, their relationship cannot be continued because Garrett passed away.

Theresa is so sad with the tragedy. She has found her true love although she cannot live with him. She will remember the sweet memories with him; sailing, having romantic time, and having sex.

Theresa’s love belongs to adult love, which means how strong her love to Garrett, she has to face the reality. She cannot leave her job because she has to survive for her life. Job and love are different things, but Garrett does not want if his love is competed with Theresa’s job. In other words, he does not understand Theresa’s position.

Sailing represents Garrett’s disappointment to Theresa. Therefore, *Message in a Bottle* is the repeated history of Garrett. At the beginning he writes a message that is sailed on the sea. At the end of his life, he is drifting on the sea like a bottle.
CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, there are three sections that will be discussed. The first section is conclusion. In this part, the researcher concludes the analysis of two formulated problems. The second section is implication. In this part, there are implications to education. The last section, the researcher also suggests the suggestion for the future research and mothers.

A. Conclusions

There are two formulated problems that is discussed by the researcher in this study. The two formulated problems have also been discussed in the chapter IV. The first question is about the portrayed of the main character, Theresa, in the novel Message in a Bottle. Based on the theory of Murphy, Theresa’s characteristics are described as beautiful, sensitive, enthusiastic, romantic, and physically strong.

The second question which is a main point is the meaning of Theresa’s love. Theresa is a single parent and she works as a columnist in Boston Times. She has a son who must be taken care and supported. Her life changes after she gets divorced from her husband. She finds a mesage in a bottle in seashore during her vacation. Without any doubts, she looks for the writer of the message. The unexpected moment happens when she builds romantic relationship with the
writer of the message. His name is Garrett. Their relationship cannot be continued because Garrett passed away when he sailing away on the sea. His sailing is affected by his disappointment to Theresa who does not agree with his dream. She has found her true love with Garrett. Theresa’s love is pure without requiring anything in return from Garrett. Her great love leads her to be realistic that she cannot leave her job just for the sake to follow Garrett’s dream.

Theresa loves Garrett sincerely. She is grateful having Kevin, as her son, her job, and Garrett, her sweetheart. The gratefulness is showed by having spirit to do her job as a columnist. She works hard to fund Kevin. She does her job happily because her hobby is writing. Besides, she is happy being a single mother because her son always accompanies her. He has made her life is colorful.

The journey of her love gives the sweet memories. A man whom she admires is willing to accept her. It is a gift from God that Theresa falls in love at first sight with Garrett. That is an unexpected moment. Theresa’s story can be an inspiration for many people. She has proved that her love is unconditional. She does not want anything in return from Garrett.

This novel teaches us to understand our partner. In having relationship, there is no selfishness between the couple. Love is beautiful word which is interesting to talk. But, we have to know the meaning of love. Love is just not more than sex but it emphasizes how the couple maintains their relationship. Loving someone sincerely is not to look for the perfection but it completes each other.
B. Implications

Literature is one of the subjects in the English Language Education Study Program. Through the study of this novel, the students can learn the moral values from Theresa, especially her struggle in maintaining her true love. For students, the true love here can be a subject that must be learned in PBI. It means that the students must struggle to achieve their Sarjana Pendidikan.

This study can be used as reading material. Through reading, the students can improve their reading comprehension and vocabulary. Furthermore, this study can be used to teach Prose. Through Prose, the students can learn intrinsic and extrinsic elements. Moreover, they can learn culture from other country, particularly America.

C. Suggestions

The suggestions consist two parts. The first suggestion is for the future researchers. This study only focuses on the meaning of Theresa’s love and her characteristics. There are several parts which have not been discussed. The researcher suggests to the future researcher to find whether Theresa is Garrett’s true love.

The next suggestion is for the readers. This study discusses love between a woman who gets divorced from her husband and the man whose wife passed away. The lesson is if we would have been sure to a person to be our partners, we would love him or her without anything in return because love is unconditional. Moreover, especially for a mother who is a single parent, she should be a good
parent and support her children. Children need love from their parents; therefore she has to maintain the children’s psychology so that they do not have low self-esteem.
REFERENCES


APPENDICES
Appendix A

Summary of *Message in a Bottle*

**Message in a Bottle**

This novel tells about two persons who love each other. Their names are Theresa and Garrett. Theresa gets divorced from her husband and she becomes a single parent. She is a columnist in Boston Times. The loneliness of Theresa also happens to Garrett since his wife, Catherine, passed away.

On the vacation, Theresa jogs along the seashore and she finds message in a bottle. She opens the bottle and reads the message. The message is so touching, therefore she cries. She intends to look for the writer of the message.

First of all, she publishes the message in her column. She does not mention the name of the writer. There are some people who claim that the message is theirs, and some of them want to get the royalty. But Theresa does not believe them. The second message is found by Michael Turner. It has the same meaning with the first message and there is a characteristic on the letter that is a silhouette of a sailing ship. Theresa collects the information from Turner because he knows Garrett.

While she is working on her column in her office, she got an article entitled *Message in a Bottle*. It is published in *Yankee* magazine. The article has connection with the letter which washed up on Long Island last few years. The writer of the article is Arthur Shendakin, Ph.D., a professor of history at Boston
College. That is the third message from Garrett. Then, she calls Shendakin to get the clear information.

After gathering the information, Theresa goes to Wilmington where Garrett lives. Finally, she meets the writer of the message. They spend time together and fall in love. Both of them have the same experience about partner of life. They build long-distance relationship.

One day, Garrett finds his own messages in Theresa’s apartment. He is very angry because he thinks that Theresa will embarrass him in front of many people. Theresa explains that she loves him sincerely. But Garrett is still upset with Theresa. Time flies so fast, their love becomes stronger. They are faithful in building long-distance relationship. One day, Garrett talks to Theresa that he wants her to move to Wilmington. Theresa objects to Garrett’s wish. She cannot leave her job and her son in Boston. But Garrett is still tough with his wish. Theresa cannot follow his dream to move to Wilmington. Therefore, Garrett is disappointed and he goes sailing. He is hit by the storm. Furthermore, he sinks after helping people in the sea. He passed away. Theresa is so sad because of that moment. In brief, she has found her true love although their love cannot unite.
Appendix B

Biography of the Author

The Biography of Nicholas Sparks

Nicholas Sparks was born on December 31, 1965 in Omaha, Nebraska. His father’s name is Patrick Sparks and his mother’s name is Jill. They lived in Minnesota, then Los Angeles, later Grand Island, Nebraska, and finally Fair Oaks, California. In 1988, Sparks graduated and met his future wife, Catherine Cote, a New Hampshire girl while on spring break. They married a year later and six weeks later the tragedy struck his family. Sparks’ mother passed away because of riding a horseback accident.

Beginning June 1994, Sparks started a manuscript The Notebook. He finished it on early 1995 and found an agent who found him a publisher. The book, later titled Message in a Bottle, was inspired by his parents' relationship. Skeptical that he'd really made it as a writer, Sparks continued to sell pharmaceuticals while he wrote the book. He finally retired from sales in February 1997, when he managed to sell Message in a Bottle to a Hollywood studio before the book was even completed. The story was transformed into a film in 1999, and featured Kevin Costner and Paul Newman.

These are Sparks’ woks: The Rescue (2001), A Bend in the Road (2001), Nights in Rodanthe (2002), The Wedding (2004), and the poignant Three Weeks With My Brother (2004), In 2008, Sparks's published his 14th novel, The Lucky
One, followed by *The Last Song* (2009), *Safe Haven* (2010) and *The Best of Me* (2011). *The Best of Me* was developed into the 2014 film by the same title.

Appendix C
Reflection

Reflection of the Study

There are some examples of literary works such as poem, song, novel, and play. The literary work which is used in this study is a novel. We can learn moral values from the novel. In this novel, there is a character who can be a good example for us. She is Theresa. We learn from her about struggling in life. She never gives up finding her true love. She does several efforts to find Garrett as her true love. She builds long-distance relationship with Garrett. For some people, having long-distance relationship is not easy. It needs trust and high fidelity. Theresa has given good example especially for those who have the same relationship. She loves Garrett sincerely. On the contrary, she also loves her job as a columnist.

When she has to attend a big conference, she cancels to come to Garrett’s house. She has made a good decision not to leave her job. She has to stand on her own feet to survive in her life. Besides, she has a son to be supported. Loving someone has to be realistic. She thinks that her job is more important than going to Garrett’s house.

Having relationship with Garrett, she faces many obstacles. The obstacles are affected by Garrett’s selfishness. He does not understand Theresa’s position as a single parent. Theresa is still strong to face all of that, especially when Garrett
passed away. She thankfully finds her true love although their love cannot be united.

Another moral value that can be learned from this novel is being a good mother. Getting divorced from her husband affects trauma in her life. But she does not want her son to be sad. She maintains the son’s emotion so that he can get love from his parents; therefore she also becomes a father for her son.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI