THE INFLUENCE OF PARENTS’S TREATMENT TOWARD CORALINE EMOTIONAL SECURITY IN NEIL GAIMAN’S CORALINE

AN UNDERGRADUATE THESIS

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

By
JULIA
Student Number: 124214066

DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
UNIVERSITAS SANATA DHARMA
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A Sarjana Sastra Undergraduate Thesis

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Defended before the Board of Examiners
on 24 September, 2019
and Declared Acceptable.

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I certify that this undergraduate thesis contains no material which has been previously submitted for the award of any other degree at any university, and that, to the best of my knowledge, this undergraduate thesis contains no material previously written by any other person except where due reference is made in the text of the undergraduate thesis.

Yogyakarta, 6 September 2019

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Yang menyatakan,

Julia
You are never too old
To set another goal or to dream a new dream (C.S.Lewis)
This page is dedicated to my beloved parents
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ABSTRACT


The characters of children could be created from the fulfillment of the parenting roles towards them. The fulfillment of the parenting roles then becomes the decisive factor of the parenting style which is set by the parents. Children feel secure and comfort if the parent can fulfillment what they needs and wants. The object of this study is a novel entitled Coraline. It is a dark fantasy novel written by Neil Gaiman. The novel was first published in 2002 by Bloomsbury and Harper Collins.

There are three objectives in this thesis. The first objective is to see the characterization of Coraline, real parents and other parents in other world. The second objective is to answer what kind of parenting style that Coraline’s real parents used as the parents. The last objective is to analyze the significance of Coraline’s parent parenting style toward Coraline’s emotional security.

This study uses library research as a method to answer the problem formulations. The novel Coraline was a primary source and references books and sites were secondary sources. This study used are theory of characterization, theory of parenting style and theory of the relation between parents and children. Then, the psychological approach was used as the approach of the study.

The result of the analysis shows that the characteristics of Coraline are adventurous, curious, and brave. The characteristics of Coraline’s real parents are authoritarian, workaholic, inattentive. Whereas, the characteristics of Coraline’s other parents are attentive and double-faced. Coraline’s emotional security results from the relation of Coraline and her real parents. Coraline also feels whatever she wanted was not fulfilled. Real parents tend to be inattentive to Coraline, so she feels insecure and uncomfortable. Coraline feels safe when she with her other parents but their love is not sincere, they just want Coraline’s soul.

Keywords: parent’s treatment, emotional security, Coraline.
ABSTRAK


Penelitian ini bertujuan untuk pertama, menggambarkan karakterisasi dari toko utama yaitu Coraline, orang tua asli, dan orang tua Coraline didunia lain. Tujuan yang kedua adalah menjawab gaya pengasuhan orang tua Coraline dan yang terakhir adalah menganalisa pentingnya gaya pengasuhan orang tua Coraline terhadap keamanan emosi Coraline.


Kata Kunci: cara orangtua memperlakukan anak, keamanan emosional, coraline.
CHAPTER I
INTRODUCTION

A. Background of the Study

A literary work can be defined as a form of art which tells about human beings and their lives that uses language as its media in order to deliver meaning. Simply put, a literary work is the depiction of human life itself. Literary works are also born through the imagination of their writers. This imagination derives from self experiences and the writer’s surrounding environment. In addition, literary works can also be created by the writers to describe their creative process, their ideas, their thoughts, and feelings. Semi (1998: 31) states that literary works contain several elements, the elements include theme, plot, setting, character and characterization, and figure of speech. Because of that reason, a writer should have a deep understanding of those elements before making a literary work.

In literary works, such as a novel, a character is an important element in the story. Characters take essential roles because they display behaviors throughout the storyline. Staton, in Introduction to Fiction, states that the word character has two meanings. It can refer to the individuals who appear in the story and also the mixture of interests, desires, emotions, and moral principles that shape each of these individuals (1965:17). Meaning to say, characters represent human beings actions, behaviors, and attitudes.
Every character has his or her own personality. In addition to that, the characteristics of a character does not simply showed up. As a matter of fact, their characteristics can be influenced by many factors. The first factor is the social environment. This factor may influence children’s character. For example, someone who lives in a boarding school environment tends to be a good person, religious and virtuous character. The second factor is a family. The child’s first social learning occurs at home, and his earliest experiences with his family so that a family either directly or indirectly influence to person for development of individual characters. The third factor is the genetic factor. This factor is sometimes passed from parents to their children. Parents’s characteristics can be inherited to their children. For example, if the parents are friendly, forgiving, kind, honest, gentle, those characteristics might also be found in their children. All characteristics are derived from parents and the environment within a family.

From all of the factors mentioned above, the most dominant one that can influence a child’s character is a family. As we know, family is the most important environment and the first place to shape an individual character. Children learn just by looking at what their parents doing, so character, attitude, and how parents treat their children is one of the biggest factors to shape children’s character. If children are brought up in love, and their parents show are always affectionate to their children, then their children will grow as good people. Through a family environment, children will learn to know about their surroundings and social life. Generally, children will record a common occurrence in the surrounding environment. It is known that if parents are less concerned and
are incapable of giving love and attention to their children, then their children will have problems in terms of attitude and character. It will make them feel lonely and often do the wrong things or action. Because of that, children will build their own imaginations. Those imaginations can be very contradictory to what they experience with every life. For example, they may imagine about having the perfect parents who love them and always pay attention to them. Imagination itself is the natural condition of all humanity. According to Valoria Maltoni in “Sir Ken Robinson on the Relationship Between Imagination, Creativity, and Innovation” that quoted by Sir Ken Robinson, imagination is the source of all human achievement, thus it is one of the key components of creativity and innovation.

The atmosphere in the family environment can greatly stimulate the brain development of children who are growing and developing mental abilities. Many factors influence the mental abilities of children. One of the significant factors that can influence a child’s mental condition is the lack of attention from their parents. Sometimes, parents often forget to interact with their children because they put more focus and attention on their own jobs instead of their children. Parents should pay attention to their children to make them feel comfortable. It is because parents play a major role in the development of their children. Unfortunately, parents often think that they only need to provide material stuffs for their children in order to satisfy and make them happy. However, they should provide more than that. Children need communication with their parents because sometimes they might want to share what they have in mind with their parents.
Sometimes, children also need to share their feelings or what they experience at school with their parents, either good or bad. They need someone who to talk to. In these type of situations, parents’s contributions are very important because their love, affection, and presence can be very influential in their children’s psychological development.

The writer chooses a novel as the object of discussion in this undergraduate thesis. The title of the work which is going to analyze is Coraline. Coraline is a horror and fantasy children’s novel that tells about Coraline’s adventure to find a feeling of security, something that she has been dreaming about. This novel itself is written by Neil Gaiman. Actually, this novel is about a little girl’s imagination. Her imagination shows the contrast of what she has in her real life. In the real world, she lacks of love and attention from her own parents, so that she jumps to a parallel universe where she meets a pair of loving parents whom she always dreams about. From the story, the writer is interested to analyze this literary work especially characters in the novel and Coraline’s parent treatment toward Coraline. The writer, in this research, tries to show and explain the influence of Coraline’s parenting style towards her characteristics.

B. Problem formulation

There are two problems which become the focus of this research. The problems are formulated as follows:

1. How are Coraline and her parents described?
2. How do Coraline’s parents influence Coraline security?
C. Objectives of the Study

The objectives of the study is to answer the two problems formulated. The first problem attempts to find out Coraline’s, real parents and other parents characteristics as depicted in the novel. Meanwhile, the second problem attempts to explain Coraline’s parents’s treatments towards her that influence her security.

D. Definition of Terms

In order to avoid ambiguity, there are several terms that need to be clarified. The terms are as follows:

1. Treatment

   *Oxford Advanced Learner’s Dictionary* defines treatment as “a way of behaving towards or dealing with a person or thin” (Hornby, 2005:1635).

2. Emotional Security

   According to Cumming and Graff define EST (emotional security theory) proposes that children’s adjustment is influenced by their feelings of security in the family system. It is consistent with attachment theory in its assumption of the critical importance of the parent-child relationship, but it also includes the quality of the inter-parental relationship as an additional influence on children’s security. Emotional security is influenced through multiple pathways—by the direct effects of exposure to inter-parental conflict and by indirect effects of inter-parental conflict on parenting, attachment relationships, and other family contexts (Cumming & Graff, 2015:1).
CHAPTER II

REVIEW OF LITERATURE

This chapter consists of three parts. The first part contains reviews of the related studies which are taken from previous studies conducted earlier in the form of undergraduate thesis and article. The second part is about the review of the theories that are used in this study. The theories that are reviewed in this part include theory of characterization, theory of parenting style, and a theory about the relation between parents and children. Meanwhile, the last part of this chapter is called as theoretical framework. In this part, the writer explains how the related theories can support the analysis.

A. Review of Related Studies

There are several studies which have been done by some researchers that are similar to this study. They are similar in terms of topic, focuses, and theories to this study.

The first related study is an undergraduate thesis written by Melyanti (2007), entitled *The Parenting and Its effect Upon a Child’s Character as Seen in Dave Pelzer’s My Story*. Melyanti aims to examine the success of raising a child could be seen from whether or not the parenting roles towards the child is fully given. It explains the effect of Turnboughs’s parenting style to Dave Pelzer’s character. Melyanti conducts the research by doing library research based on books and websites. The result of this study is that Harold Turnbough is categorized as Choleric, where he is described as a strong-willed, self-reliant, and unaffectionate
man. Meanwhile, her wife Alice is described as Sanguine. Meaning to say, Alice is animated, sociable, demonstrative, and inspiring. The Turnboughs carry out authoritative parenting style towards Dave, their son. Based on Melyanti’s analysis, Dave is stiff, introvert, and inferior. However, due to Dave’s authoritative style in raising him, he develops into a self-reliant, confident, patient, mature, resilient, and responsible visionary man. The following is Melyanti’s explanation on Dave’s development after being raised in authoritative style by his parents.

“The authoritative parenting style conducted by the Turnboughs gave Dave the under-controlled freedom to decide and do the best things in his life. The care, support, and control of the Turnboughs as Dave’s foster parents resulted in Dave’s progress of reaching the highest level of human needs. Led by the Turnboughs’ authoritative parenting style, Dave developed into a self-reliant, confident, visionary Choleric, with a well-built character, patience, maturity, responsibility, and resilience (2007: 55).”

The next related study is an article entitled “The Role of Parenting Style in Psychosocial Development of Adolescents” (2014) by Talib Hana Abrhiem. It gives explanation about parenting style influence on the psychosocial behaviour in an adolescent. Regarding development, Abrhiem states that a combination of parenting styles and practices could and should always be considered a major determinant in psychosocial development (2014: 51). In the article, it is stated that psychosocial behaviour refers to an adolescent’s autonomy, identity, and achievement. Parenting style in relation to parenting is an important aspect to help an adult achieves optimal psychosocial development. Parenting styles and the quality of a parent-adolescent relationship may have a significant impact on the psychosocial development and professional among adolescents. The following
quotation shows Abrhiem’s statement about her analysis on professional development on adults.

“Professional development can be part of a career path or a personal desire to improve one’s skills and marketability. It would behoove employers to recognize that employee retention is best if professional development is offered across industries. But, when employers are reluctant or unable to offer professional development, individuals should take control of their own professional future by investing professional development strategies, such as participating in workshops or online classes can help maintain employment competitiveness, and it increases an individual’s marketability to employers (2014: 51).”

Overall, in relation to the topic of this thesis, this article supports the notion about the influence of parenting style on someone’s development.

Both of those studies are related to this study because they focus on the influence of parenting style on character development. Although the second related study analyzes the character development among adults, instead of children, it still centers on the parenting style as well as its influence on character development. They have the same topic with this study. However, this study is different from both of the studies mentioned earlier. Instead of talking about character development of the main character of the novel, the writer here emphasizes on the influence of parents’s treatment towards Coraline’s search of security. Simply put, the writer intends to find out how do the treatments Coraline receives can influence her security.
B. Review of Related Theories

1. Theory of Characterization

Characterization includes both descriptions of a character’s physical attribute and characters personality the way that character thinks, acts and speaks also adds as characterization. According to Martin (Statement 1994:5) in An Introduction Guide to English Literature, characterization means how the writer tells about characters through appearance and non-appearance. Characterization is like clothing, mannerisms, demographics, career, that sort of things. Meaning to say, they refer to the characters’ outer looks. To have a deeper understanding about characterization, Murphy in his book entitled Understanding Unseen: An Introduction to English Poetry and English Novel for Overseas Student (1972:161-173) shares nine methods of characterization that can be used to analyze characteristics. The description is as follows.

a. Personal description

The author directly describes about characters’ appearance and clothes and how the character looks like. The reader has an imagination of how the character appearance such as height, skin, eyer color, face, short/tall, skinny/fat (1972: 161).

b. Character as seen by another

The way to analyze the characterization is through character as seen by another. The author describes a character through the eye of and opinion of others. This way, we need other characters to see the other characters in the story (1972: 162).
c. **Speech**

The characterization can be analyzed through speech. The author can give the readers some information about the character in the novel through what the character says, whenever he is in conversation with another, he or she is giving the readers some opinions regarding his or her characteristic. In addition, the dialogue in the novel can determine someone’s character (1972: 164).

d. **Past life**

The characterization can be analyzed through a past life. The reader can learn something about a character’s past life by information given by the author in the story. This can be shown by a direct comment by the author, through the character’s thought, through the character’s conversations, or through the medium of another character(s) (1972: 166).

e. **Conversation of others**

The characterization can be analyzed through the conversation of others. The author can give the readers clues to a person’s character through the conversation of others and the things they say about a certain character (1972: 167).

f. **Reaction**

The characterization can be analyzed through reaction. The author can also give the readers some clue to a person’s character by letting know how that person reacts to various situations and events (1972: 168).

g. **Direct Comment**

The characterization can be analyzed through the direct comment. The author can give described or comment on a person’s character directly. The author
explains and comments on a person’s character straightly in the story without any medium (1972: 170).

h. Thought

The characterization can be analyzed through thought. The author can also give the reader to know what character is thinking about, what is on the character’s mind (1972: 171).

i. Mannerism

The last way, The characterization can be analyzed through mannerism. The author can described a character’s mannerism, habits, or idiosyncrasies which may also tell the readers something about person’s character (1972: 173).

In order to support Murphy’s methods of characterization, the writer also employs Aristotle’s methods of characterization. Paul Jennynyc in an article entitled “Aristotle’s 4 levels to creating characters that live” there are four basic levels of characterization. The four levels of characterization are:

a. Physical

Physical level supplies such basic facts, as sex, age, and size. It is level simplest level of characterization because it reveals external traits only.

b. Social

The social level of characterization includes economic status, profession, religion, family, and social relationship all those factors which place a character in his environment.
c. Psychological

This level reveals habitual responses, attitudes, desires, motivation, likes, and dislikes – the inner workings of the mind, both emotional and intellectual which lead to action. Since feeling, thought, behavior, define a character more fully than physical and social traits and since a literary work usually arises from desires in conflict, the psychological level is the most essential parts of characteristics.

d. Moral

Moral decisions more clearly differentiate characters than any other level of characterization. This level refers to what the character is willing to do to get what he or she wants. How far will this person go; murder, stealing, lying, cheating. What are your character’s values and beliefs. Do they match yours or are they far from what belief. When they are pressed to take action, do they stick by those beliefs and values or do they abandon them in a flash. Another way to think about his is: What is this character’s true nature. We all show one face to the world but who are we in private when no one is watching. Thinking about this for your character can really give that person depth and make them come to life on the page.

2. Theory of Parenting Style

Parenting styles are an important aspect in helping children to shape’s character. Parenting can be simply defined as "the process or the state of being a parent". Once a couple have a child, they are involved in the process of parenting. All the things that parents do in raising their children can be classified as
parenting styles. There are several types of parenting styles. According to Diana Baumrind (1966: 887-907) there are three parenting styles are permissive, authoritarian and authoritative parenting.

a. Permissive

The permissive parent attempts to behave in a nonpunitive, acceptant and affirmative manner towards the child's impulses, desires, and actions. The parent consults with the child about policy decisions and gives explanations for family rules. The parent presents themselves to the child as a resource for him to use as he/she wishes, not as an ideal for the children to imitate, nor as an active agent responsible for shaping or altering his ongoing or future behavior. The parent allows the child to regulate his own activities as much as possible, avoids the exercise of control, and does not encourage him to obey externally defined standards. The parent attempt to use reason and manipulation, but not overt power to accomplish their ends. Children of permissive parenting will not be able to follow rules. Furthermore, they tend to have bad self control and encounter more problems in relationships and social interactions.

b. Authoritarian

The authoritarian parent attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologially motivated and formulated by a higher authority. The parent value obedience as a virtue and favors punitive, forceful measures to curb self-will at points where the child's actions or beliefs conflict with what they think is right conduct. The parent regard the preservation of order and traditional
structure as a highly valued end in itself. The parent do not encourage verbal give and take, believing that the child should accept her word for what is right. Children of authoritarian parents tend to have an unhappy disposition, less independent, appear insecure, prone to mental issues.

c. Authoritative

Although authoritarian and authoritative parenting style has similar names but they have several important difference in parenting beliefs. The authoritative parent attempts to direct the child's activities but in a rational, issue-oriented manner. The parent encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform. Both autonomous self-will and disciplined conformity are valued. The parent value both expressive and instrumental attributes, both autonomous self-will and disciplined conformity. Therefore parent exerts firm control at points of parent-child divergence, but do not the child in with restrictions. The parent enforces their own perspective as an adult but recognizes the child's individual interests and special ways. The authoritative parent affirms the child's present qualities, but also sets standards for future conduct. The parent uses reason, power, and shaping by regime and reinforcement to achieve their objectives, and does not base her decisions on group consensus or the individual child's desires.

Based on Baumrind’s research, children of authoritative parents has good behavior such as appear happy, more independent have better mental health — less depression, anxiety, suicide attempts, delinquency, alcohol, and drug use.
Kaisa Aunola, Hakan Stattin, and Jari-Erik Nurmi in their article entitled “Parenting Styles and Adolescents’ Achievement Strategies” in *Journal of Adolescence* quotes Baumrind, and Maccoby and Martin’s theories about parenting style. According to the Baumrind (1971, 1989), and Maccoby and Martin (1983), parenting style consist of two dimensions. The first one is demandingness, which refers to the extent to which parents show control, maturity demands and supervision in their parenting. Meanwhile, the second one is responsiveness, which refers to the extent to which parents show affective warmth, acceptance, and involvement (2000: 206).

3. **The Relation between Parents and Child**

Family is the basic foundation of a social group consisting of father, mother and their children. Family is very important since the early life of the children because children’s characterization is influenced by family especially parents. As Hurlock states “Personality is formed in the first instance within the womb of family relationship (1956: 21).”

That means parents should be a good example to their children because what they do may also determine the characteristics of their children. Parents have an important role in a child’s education, in providing physical and emotional needs, and in giving moral guidances. Relationship between parents with their children and how parents influence to children indicates how children is going to be in future.

Clara Acitya Ose Lengari and Dewi Widyastuti in their an article entitled “Authoritarian Parenting in Shaping the Characteristics of Ruth Young in Amy
Tan’s *The Bonesetter’s Daughter*” in *Journal of Language and Literature* quoted a statement from David Streight’s book entitled *Parenting for Character.* Lengari and Widyastuti stated, “parents, as a family, have the role and power to create their future children where kindness, fairness, and consideration of others are the norm (2018: 147).”

Those can be created through a parent’s parenting system because parent’s affects the strength of children’s social, physical, and mental health and shape their children’s characterization in the future. A healthy parents-child relationship leads to positive results the children and family such as loving parents create loving children. Children who grow with a secure and full affection to their parents have a better chance of developing a happy and content relationship with others in children’s life. In addition, children who have a secure relationship with parents feel safe and believe that they will be taken care of. A secure relationship itself is formed when the parents responsive to their children’s needs. Children who enjoy a secured relationship with their parents are more likely to be independent and self-confident in the future. Children also interact well socially, and able to regulate emotions under stress and in difficult situations in their life society.
C. Theoretical Framework

In order to analyze the problem formulation, the writer uses several theories to support the analysis, they are theory of characterization, theory of parenting style, and theory of the relation between parents and children.

Using Murphy’s theory of characteristics, the writer describes the characteristics of Coraline, her real parents, as well as her other parents in Neil Gaiman’s *Coraline*. The writer applies the nine methods of characterization suggested by Murphy to analyze the characteristics of those characters. The writer also applies four basic levels of characterization by Aristotle to describe Coraline, and parent’s characters. After this theory is applied, then the first problem of the study is answered.

To answer the second problem, the writer uses the theory of parenting style and the theory of the relation between parents and children. Both theories are used to analyze Coraline’s parents parenting style towards Coraline. The theory of the relation between parents and children itself is applied to see how Coraline’s parents treatments influence Coraline’s security.
CHAPTER III
METHODOLOGY

This chapter presents a discussion of the research procedures and the way the analysis of study is conducted. This discussion includes the object of the study, the approach used in study, and the method of study. Then the writer explains about the steps used in analyzing Neil Gaiman’s novel entitled “Coraline”.

A. Object of the Study

The object of the study is Coraline. Coraline is a horror and fantasy children’s novel written by a British author named Neil Richard Mackinnon Gaiman, who is more popular by the name of Neil Gaiman. This novel was published in 2002 by Bloomsbury and Harper Collins. In 2009, a film director named Henry Selick created a stop motion film based on the adaptation of this novel. Neil Gaiman himself is a British author of who often produces short fictions, novels, comic books, graphic novels, audio theaters, and films.

Neil Gaiman has been named as the number-one New York Times best selling author of more than twenty books, and he has been awarded with numerous literary honors. Actually, Coraline’s story is considered to be too frightening for children. However, that opinion cannot hide the fact that Coraline has won numerous awards, such as the British Science Fiction Award, the Hugo, the Nebula, the Bram Stoker, and the American Elizabeth Burr/Worzalla Award, publishers weekly best book, and the IRA/CBC Children's Choice Award.
Coraline is a children’s novel which tells about a little girl who travels into the world of imagination, or in other words, the other world. This novel describes a girl named Coraline. Coraline and her parents move to an old house. Her parents work from home as freelance writers, and yet they do not give much attention to their daughter, Coraline. Coraline often feels lonely, because her own parents do not even care about her. When Coraline wants to play with her father, he ignores her and refuses that offer. Instead, he tells Coraline to play by herself.

One time, Coraline finds out a small door. It is dark and small, Coraline is curious about that door, so she asks the key to her mother. After getting the key, she opens the door, but unfortunately, there is nothing behind that door. One night, Coraline sees a mouse passing by her bedroom. The mouse runs into the door she saw earlier. She is stunned at what she is seeing. Behind that door, she sees a tunnel, and it is colorful.

Coraline becomes more curious, so she traces the tunnel and finds a house on the other side of that tunnel. She meets with a pair of parents, but they do not have normal eyes like any other human beings. Their eyes are replaced with a pair of buttons. At first, Coraline is very scared, but slowly she starts to feel comfortable being around them. They are very kind and loving, unlike her real parents in the real world. Coraline thinks she would be happy if her parents from the real world can be as kind and loving as the parents she meets in the other world.
B. Approach of the Study

The researcher is uses psychological approach to analyze and answer the problems in this undergraduate thesis. The most appropriate approach to apply is psychological approach. Roherberger in his book entitled *Reading and Writing about Literature* states that psychological approach involves certain recurrent pattern. As seen in the novel, there is a recurring pattern of parenting which is appropriately observed using the theory of psychology (1971: 66). The psychological approach is used to analyze this novel by applying psychological theory. Among many psychological theories, the writer employs theory of parenting in order to help her observe, analyze, and answer the problem formulations of this study.

C. Method of the Study

For the method of the study, the writer applied library research. Through library research, the writer searched for books and other references, such as journals, articles, and websites to support analysis of this study. In addition to that, the writer tried to look for sources and references that have similar topics and/or approach to this study so that the problems may be answered. The writer used a novel written by a British author named Neil Gaiman entitled *Coraline* as the object of the study.

There were two types of data in this study, namely primary and secondary data. In this study, the primary data refers to the story itself, which is taken a children’s novel entitled *Coraline*, written by Neil Gaiman. Meanwhile, secondary
data refers to the sources and references used by the writer to do the analysis. They include criticisms, literary books, and also some books that focus on a similar topic to this study.

There were several steps taken to conduct this study. Firstly, the writer read the whole story for several times, and made some notes and marked some quotations in order to understand the characterization of Coraline and her parents. The writer also did that to find out the reason Coraline would prefer the “other world”. Secondly, the writer looked for literary criticisms and/or other references to get more information and understanding. The writer employed parenting style theory by Diana Baumrind to support the analysis of this study. In addition to that, the writer also went through websites to look for online sources to support her statement in the analysis.

After collecting sources to support her statement, the writer began to answer the problem formulation. The writer used the theories of character and characterization by Murphy in his book *Understanding Unseen* (1972:161-173) in order to find out the characteristics of the Coraline and her parents. Looking at the meaning of the character in the theory of character leads the writer to answer the first problem formulation. The characteristics of the main character were observed from applying the theory of characterization by Muprhy which focused on personal description, character as seen by another, speech, conversation of others, reactions, direct comment, and thoughts stated in the novel. After the first problem was answered, the writer moved on to solve the second problem. In order to answer this problem, the writer was supported by theory of parenting style.
Here the theory of parenting by Diana Baumrind was applied to analyze Coraline’s parents treatment toward Coraline. Lastly, after describing and analyzing the story, the writer made a conclusion out of her findings.
CHAPTER IV

ANALYSIS

The entire question in problem of formulation are answered in this section by analyzing the work using provides theories. First, answer the problem formulation of characterization of Coraline and her parents. The last how Coraline’s parent treatment influence Coraline’s security.

A. The Description of Coraline and Her Parents

The characters are often assumed to be the most important factor in the novel. According to Murphy’s theory of character, there are nine ways to analyze character based on personal description, characters as seen by another, their speech, past life, conversations with others, reactions, direct comment, thought and mannerism (1974:161). The writer explains the analysis of Coraline’s characteristics by employing Murphy’s theory. The characteristics are as follows:

1. The Characteristics of Coraline

a. Adventurous

Coraline’s first characteristic is adventurous. Murphy’s theory of characterization explains that the author may described a character’s mannerism, habits or idiosyncrasies that may also represent the person’s character (1972:161-173). From Murphy’s theory that shows Coraline has habit of adventurous with a new place, Coraline likes to explore everything. The day after she moves to her new house, she explores everything her house and her surroundings.

The day after the moved in, Coraline exploring. She explored the garden. It was a big garden: at very back was on old tennis court, but no one in the
house played tennis and the fence around the court had holes in it and the net mostly rotted away; there was an old rose garden, filled with stunted, flyblown rosebushes; there was a rockery that was all rocks; there was a fairy ring, made of squidgy brown toadstools which smelled dreadful if you accidentally trod them. (Gaiman, 2002: 1).

The quotation above proves that Coraline has an adventurous character through her reaction toward her moving to her new house. The explanation of the place described the detail of her surroundings which means Coraline explores her a new house. Coraline likes to explore as can be seen through the conversation between Coraline and her father.

“What does you mother say?”
“She say you’re not going out in weather like that, Coraline Jones”
“Then, no”
“But I want to carry on exploring” (Gaiman: 2002: 3).

The conversation above shows that Coraline wants to explore the place even though her mother does not give her permission to explore. Instead of letting her to explore their house, Coraline’s parents tell her to read a book, watch a video, play with toys or visit their neighbours. However, Coraline wants to explore, she does not want to do all of the things that her parents said. “I don’t want to do those things. I want to explore” (Gaiman, 2002: 2). From what Coraline says, it is clear that she has an adventurous character.

b. Curious

Another important characteristic that Coraline has is curiosity. It can be seen from Aristotle’s moral theory that refers to what the character is willing to do to get what she wants how far will the person go, murder, stealing, lying, cheating and what are the character’s value and belief. Every time Coraline finds something that she considers as interesting, she always wants to obeserve it.
Coraline’s curiosity gets her to follow her own heart. For instance, she does not follow her parents’ warning about not to do something or go to some places.

One day, when Coraline gets bored and has nothing to do to kill her spare time, she has the initiative to explore the drawing room. Even though her parents do not allow Coraline to go to the drawing room, she still wants to get into drawing room. She wants to know what is inside the drawing room.

“Can I go into drawing room?” The drawing room was where the Joneses kept the expensive (and uncomfortable) furniture Coraline’s grandmother had left them was she died. Coraline wasn’t allowed in there. Nobody went in there. It was only for best (Gaiman, 2002 : 3).

It is clear that the quotation above shows that there is nobody inside the drawing room, but Coraline enters the room anyway. “If you don’t make a mess. And you don’t touch anything.” (Gaiman, 2002: 3). From the quotation about what Coraline’s mother says, she finally gives permission to Coraline to enter the room as long as Coraline does not make a mess.

Another proof that shows Coraline’s curious character is when she explores the garden. Actually, Coraline’s neighbours (Miss Spink and Miss Forcible) has already warned Coraline about how dangerous the well is and reminds her to stay away from it, yet she goes there anyway. “So Coraline set off to explore for it, so that she knew where it was to keep away from it properly” (Gaiman, 2002: 2). From the quotation above, Coraline does not obey the warning from Miss Spink and Miss Forcible about staying away from the well. As a result, Coraline’s curiosity makes her enter the other world.

c. Brave
Coraline’s characterization is also brave. According to Murphy’s theory, characterization of the character can be seen through thought to know what character thinking about, what’s the character mind (1972:161-173). Coraline is not afraid to explore anything. It can be seen from the following quotation, Coraline’s character is showed brave from her thought. “In the mist, it was ghost-world. In danger? Thought Coraline to herself. It sounded exciting. It didn’t sound like a bad things. Not really” (Gaiman, 2002: 11). It is clear Coraline feels excited when she hears that she is in danger. Coraline does not think that it is bad or is in danger. She does not follow the warning and still enters the tiny door which leads her into the other world.

Another proof which shows Coraline’s brave characteristic is when Coraline gets trapped in other world and tries to save her parents in the snow globe. Without hesitation Coraline challenges her other mother to play a game in which the reward is the parents and the children’s soul.

“Then you let me go. You let everyone go—my real father and mother, the dead children, everyone you’ve trapped here.”
“Yes,” she said. “I think I like this game. But what kind of game shall it be? A riddle game? A test of knowledge or of skill?”
“An exploring game,” suggested Coraline. “A finding-things game.” “And what is it you think you should be finding in this hide-and-go-seek game, Coraline Jones?”
Coraline hesitated. Then, “My parents,” said Coraline. “And the souls of the children behind the mirror.”
“The other mother smiled at this, triumphantly, and Coraline wondered if she had made the right choice. Still, it was too late to change her mind now.”

From the conversation between Coraline and other mother above, it is shown how brave Coraline is as a child. She is only an eleven-year-old girl, yet is brave enough to save her parents and does not feel afraid to face a dangerous situation.
2. The Characteristics of Coraline’s Real Parents

a. Authoritarian

Both of Coraline’s real parents are authoritarian. Most of the time, they do not allow Coraline to do certain things or to go to some places. One example of their authoritarian side can be seen from the following quotation.

“Coraline saw some Day-Glo green gloves she liked a lot. Her mother refused to buy them for her, preferring instead to buy white socks, navy blue school underpants, four gray blouses, and a dark gray skirt.”
“But Mum, everybody at school’s got gray blouses and everything. Nobody’s got green gloves. I could be the only one.”
“Her mother ignored her; she was talking to the shop assistant. They were talking about which kind of sweater to get for Coraline, and were agreeing that the best thing to do would be to get one that was embarrassingly large and baggy, in the hopes that one day she might grow into it.” (Gaiman, 2002:12).

From the conversation above, it is clear that her mother tends to tell what to do to Coraline. Meaning to say, Coraline must follow what her mother tells her. Another proof that shown her real parents are authoritarian.

“You know I don’t like recipes,” she told her father, while her dinner went around and around and the little red numbers on the microwave oven counted down to zero.
“If you tried it, maybe you’d like it,” said Coraline’s father, but she shook her head. (Gaiman, 2002:4).

From the conversation above, it is clear that Coraline must like what her real father cooks even though Coraline does not like the recipe and from Coraline’s point of view, he cooked something terrible. Coraline’s father does not think about Coraline. Her father does not consider what Coraline like or not. Both of the proof shown authoritarian character that the parents do not encourage verbal give and take, believing that child should accept her word what is right (Diana Baumrind 1966:890-891).
b. Workaholic

Both of Coraline’s parents are workaholic. Based on Murphy’s *Understanding Unseen*, characterization can described through direct comment (1972:161-173). It is clear proven in below that her real parents is workaholic. Her mother and father never pay attention to what Coraline wants and put more focus on their work.

“Coraline’s father was home. Both of her parents worked, doing things on computers, which meant that they were home a lot of the time. Each of them had their own study.” (Gaiman, 2002:2).

From the quotation above her mother busy with her work without give pay attention to Coraline even though her real parents have a lot of the time at home but their never give Coraline more attention.

Another proof that shown Coraline’s parents are workaholic.

Coraline went to see her father. He had his back to the door as he typed. “Go away,” he said cheerfully as she walked in. “I’m bored,” she said. “Learn how to tap-dance,” he suggested, without turning around. Coraline shook her head. “Why don’t you play with me?” she asked. “Busy,” he said. “Working,” he added. He still hadn’t turned around to look at her. “Why don’t you go and bother Miss Spink and Miss Forcible?” (Gaiman, 2002:9).

It was shown, Coraline feels bored with around her, and her real father does not concerned with her daughter just focused on his work. Whereas, In fact Coraline wants to play with her real father. Additional furthermore, her real father even suggested Coraline to play with Miss Spink and Miss Forcible. Her real father didn’t show that he was a good father to Coraline, didn’t give her affection.
to Coraline. With their busy work, Coraline’s parents generally have an uninvolved parenting style.

c. Inattentive

Both of Coraline’s parents do not pay much attention to Coraline. Everytime Coraline feels bored and wants to play with her parents, her parents tend to ignore her. Her real parents does not fulfill what Coraline’s desires and needs. Coraline’s real parents are more focused on their works, and they are always too busy with their own stuffs, especially when Coraline asks them to do things together.

What should I do?” asked Coraline.
“Read a book.” said her mother. “Watch a video. Play with your toys. Go and pester Miss Spink or Miss Forcible, or the crazy old man upstairs.”
“No,” said Coraline. “I don’t want to do those things. I want to explore.”
“I don’t really mind what you do,” said Coraline’s mother, “as long as you don’t make a mess.”(Gaiman, 2002:2).

The following conversation between Coraline and her father also shows that both of them share the same characteristic, and that they never want to be bothered by Coraline’s presence. Instead of going with what Coraline wants, they look for an alternative way so that they can get rid of Coraline.

“She says you’re not going out in weather like that, Coraline Jones.” “Then, no.”
“But I want to carry on exploring.”
“Then explore the flat,” suggested her father. “Look—here’s a piece of paper and a pen. Count all the doors and windows. List everything blue. Mount an expedition to discover the hot water tank. And leave me alone to work.”(Gaiman, 2002:3).

From the conversations between Coraline and her parents above, it can be concluded that Coraline’s real parents are both inattentive. The quotations also
prove that Coraline is somehow troublesome to them. Coraline’s parents are both very busy people with limited time for their daughter, so they tend to tell Coraline to do other stuffs and get rid of them because they want to work. Because of that reason, Coraline feels as though they do not care about her.

3. The Characteristics of Coraline’s Other Parents

Based on the story, Coraline has two parents: parents in the real world and those in the other world, which can be referred to as the other parents. After analyzing the characteristics of Coraline’s real parents, it is time to analyze the characteristics of Coraline’s other parents as they are also important in the story.

Murphy’s theory of characterization explains that character can be described through physical appearances, such as height, skin, eye color, short/tall, skinny/fat or anything about physical (1974:161). The following quotation describes the appearance of Coraline’s other mother.

“It sounded like her mother. Coraline went into the kitchen, where the voice had come from. A woman stood in the kitchen with her back to Coraline. She looked a little like Coraline’s mother. Only . . .
“Only her skin was white as paper. Only she was taller and thinner.
“Only her fingers were too long, and they never stopped moving, and her dark red fingernails were curved and sharp.
“Coraline?” the woman said. “Is that you?”
“And then she turned around. Her eyes were big black buttons.”(Gaiman 2002:14).

It is clearly shown that Coraline’s other mother has a creepy physical appearance. Coraline’s other mother is a cold, tall thin woman with black button eyes.

Just like the real parents, Coraline’s other mother and father also share the same characteristics with one another, so that the writer describe those
characteristics as one. After reading the whole story, the writer has found several characteristics about them. The analysis is as follows.

a. Attentive

The writer finds that Coraline’s other parents are attentive. According to Murphy’s theory characterization, the character can be described through conversation of other (1972:161-173). Thus can be seen from a conversation between Coraline and real parents. They seem to love Coraline more when compared to the real parents. They are excited to have Coraline around them.

“I’m your other mother,” said the woman. “Go and tell your other father that lunch is ready,” She opened the door of the oven. Suddenly Coraline realized how hungry she was. It smelled wonderful. “Well, go on.”

“We’ve been waiting for you for a long time,” said Coraline’s other father. “For me?”

“Yes,” said the other mother, “It wasn’t the same here without you. But we knew you’d arrive one day, and then we could be a proper family. Would you like some more chicken?” (Gaiman, 2002:14-15).

Based on the quotation, it is proven that the other parents pay more attention to Coraline, unlike her real parents.

Another proof that shown Coraline’s parents are attentive. It is shown in a quotation in this below.

Her other parents were waiting for her in the garden, standing side by side. They were smiling. “Did you have a nice time?” asked her other mother.

“It was interesting,” said Coraline. Her other mother took her hand away. “So,” said her other father. “Do you like it here?” “I suppose,” said Coraline. “It’s much more interesting than at home.” They went inside. “I’m glad you like it,” said Coraline’s mother. “Because we’d like to think that this is your home. You can stay here for ever and always. If you want to.”(Gaiman, 2002:23).

From the conversation between Coraline and her other parents above its shown her other mother treat with warm. Her Coraline’s other world more
interesting, discovering fun than in the real world. Her other mother who cares about her and her other father who likes to play with Coraline. The other mother made Coraline felt comfortable so Coraline’s thought she want to stay in the other world forever. The proof that shown Coraline’s other parents has authoritative style which is encourage verbal give and take, shares with the child the reasoning behind her policy, and solicits his objection when refuses to conform, the parents enforces their own perspective as an adult, but recognizes the child’s individual interest and special ways (Diana Baumrind 1966:890-891).

b. Double-faced

Coraline’s other mother character is a double-faced. According to Murphy, characterization of the character can be seen through the conversations between others (1974:161). In this case, Coraline’s other mother double-faced is seen conversation Coraline with the soul who trapped by Coraline’s other mother. The soul tells to Coraline that the other mother is her other mamma, but in the end the soul never saw they true mamma again.

“She left us here,” said one of the voices. “She stole our hearts, and she stole our souls, and she took our lives away, and she left us here, and she forgot about us in the dark.” “She will take your life and all you are and all you care’st for, and she will leave you with nothing but mist and fog. She’ll take your joy. And one day you’ll awake and your heart and your soul will have gone. A husk you’ll be, a wisp you’ll be, and a thing no more than a dream on waking, or a memory of something forgotten.”(Gaiman, 2002:44-45).

It shown that clearly at the beginning other parents is a kind and her other mother is motherly. But in fact her other parents is conniving and evil. She wants
something from Coraline and it might endanger Coraline’s life. And also other parents manipulations are designed to get her whatever other parents wants.

Below is another proof that shows Coraline’s other parents character as double-faced.

“Thank you, Coraline,” said the other mother coldly, and her voice did not just come from her mouth. It came from the mist, and the fog, and the house, and the sky. She said, “You know that I love you.” And, despite herself, Coraline nodded. It was true: the other mother loved her. But she loved Coraline as a miser loves money, or a dragon loves its gold. In the other mother’s button eyes, Coraline knew that she was a possession, nothing more. A tolerated pet, whose behavior was no longer amusing. (Gaiman, 2002:54).

Based on the evidence conversation between Coraline and her other mother shown for first Coraline accepted the fact that other mother loved her but the other mother love was like a miser loves money and a dragon loves its gold. Meaning to say for other mother Coraline just her an obsession and possession. Coraline thinks other mother’s love toward Coraline as just an obsession, and Coraline just a possession for her other mother.
B. The Influence Coraline’s Parents Toward Her Security

This chapter tries to answer the second problem formulation about how the treatments of Coraline’s parents influence her security. This chapter consists of two sub-chapters. The first one is Coraline’s parents Parenting Style and the second one is the significance of Coraline’s parents’ parenting style toward her security.

1. Coraline Parents’ Parenting Style

To understand what kind of parenting style which Coraline’s parents do, it is important to link up the characteristics of Coraline’s parents found in first problem formulation. In the previous elaboration about Coraline’s parents’ characterization, the researcher can conclude that Coraline’s parents are simply workaholic, authoritarian, and inattentive. Those characters which are attached in Coraline’s parents can help the researcher to determine their parenting style.

According to the second chapter of this thesis, Diana Baumrind (1966) in her journal, named “Prototypical Description of 3 Parenting Styles”, explains that there are three main types of parenting style: permissive, authoritarian, and authoritative. Those styles have their own goal in order to shape a child’s behavior or habit in the future. In permissive style, Baumrind states that “she (parents) presents herself to the child as a resource for him to use as he wishes, not as an ideal for him to emulate, nor as an active agent responsible for shaping or altering his ongoing or future behavior (1966:886)”. This type could be different with what the researcher found in this novel about what the Coraline’s parents do to their only daughter. Based on the characterization, it is evident that both of...
Coraline’s parents are so workaholic that they do not even have time to position themselves as role models for the sake of their daughter. On that journal, Diana Baumrind also simplifies the permissive parenting style with “poor emotion regulation (under regulated rebellious and defiant when desires are challenged low persistence to challenging tasks and antisocial behaviors (1966:866)”. However, in Coraline’s parents case, this attitude was not shown. Even if the three of them do not have the best of family bonding, and although their communication only works one way, Coraline’s parents actually put the effort to think about the things Coraline is supposed to do. Meaning to say, her parents do not completely neglect her. Nevertheless, the persistence is not that low, unlike how Diana Baumrind defines permissive style parenting. Therefore, this type is not relevant to Coraline’s parenting style.

The next parenting style is authoritarian. It is quite obvious that authoritarian style is full of bold rules that tend to force a child or children to behave as what the parents consider as ideal. The communication that used in this type is only one-way-communication, in which all the control purely lies on the parents’ hand, without having any discussion or compromise on the family. This kind of parenting style is quite apparent in the character of Coraline’s parents. They always control every single thing that Coraline does, even the simplest things, such as picking clothes in store and following what her parents say about the meal although it is terrible (Gaiman, 2002:4-12). The idealism of Caroline’s parents is also shown in how they persuade Caroline’s mind that the parents’ job is for making money to support family’s living and Coraline cannot deny that kind of
thought. Slowly, this behavior shapes the way of thinking of Coraline and it drives her to think that she is not a significant figure within the family, a disturbance even. In fact, this can be considered as the reason why Coraline always explores her curiosity to anything. In short, Coraline’s parents use authoritarian parenting style.

The last type of parenting that Diana Baumrind mentions is authoritative style. It is different from authoritarian, as the main purpose of this style is to fully take control over the children. Quoting from the Chapter II about the difference between them “the authoritative parent attempts to direct the child's activities but in a rational, issue-oriented manner. The parents encourage by doing give and take, share with the child the reasoning behind their policy, and solicit his objections when he refuses to conform. Both autonomous self-will and disciplined conformity are valued”. This parenting style is uses two-way-communication where the opinion of either the child or the parents are equally important. This type of parenting works by using discussion and sharing between the parents and the children, regardless of the fact that the adults usually tend to determine what is good or bad for their children. In Coraline’s case, this kind of parenting style was not clearly shown in the character and characterization of Coraline’s parents. The lack of family time and family discussion make all the discussion seem bitter and not really meaningful for both Coraline and the parents. Based on the analysis above, the researcher concludes that Coraline’s parents’ parenting style is authoritative.
According to the theory of Parenting Style, the researcher concludes that Coraline’s parenting style is authoritarian. By relating this parenting style with Coraline’s character, it is evident that Coraline’s personality is projected by the way her parents treat her. In the first section of Chapter IV, which explains about Coraline’s characteristics, the researcher finds that Coraline is a brave, curious and an adventurous child. These characteristics are the result of the lack of family time and real guideline from the parents. The parents openly allow Coraline to explore the neighborhood to distract or to waste her time while the parents are super busy with their jobs. This circumstance becomes the gate for Coraline to be more curious about what really happens in her environment. Through her exploration, she faces so much nightmare that leads her become braver.

Ironically, the characteristic of Coraline which is caused by the parenting style of her parents significantly gives impact to her sense of emotional security. This explanation is elaborated in the next sub-chapter.

2. The Significance Of Coraline’s Parents’s Parenting Style Toward Coraline’s Emotional Security

As mentioned before in chapter I, according to W.I Thomas (1918) in The New Dictionary Of Psychology security is one of the fundamental wishes and the origin of mankind’s conservatism. Mental hygienists sometimes states that the pivot of mental health is feeling of emotional security.

Coraline, in this story, struggles to find out her security the ideal family bonding. The Other Parents, or the devils, are the idealism of what Coraline
wanted in her life. The artificial love and care with the totally-different parenting style which has never been felt by Coraline influence the security of Coraline. Her other parents treat her exactly how she wants it. They always talk to Coraline nicely.

“I’m your other mother,” said the woman. “Go and tell your other father that lunch is ready,” She opened the door of the oven. Suddenly Coraline realized how hungry she was. It smelled wonderful. “Well, go on.”

He got up and went with her into the kitchen. They sat at the kitchen table, and Coraline’s other mother brought them lunch. A huge, golden-brown roasted chicken, fried potatoes, tiny green peas. Coraline shoveled the food into her mouth. It tasted wonderful (Gaiman, 2002:14-15).

It is clear that her other parents treat her very well since she comes to other world. They care about Coraline and know what she wants and needs. Her other mother serve those delicious foods to satify Coraline who has never get one from her real mother. The other mother would give everything Coraline wanted. The other parents would absolutely make, give and realize everything that Coraline wanted, needed, and desired in order to make Coraline feel comfortable and enjoy the other world.

Her other mother build a desirable world for Coraline to play and to stay. Coraline’s other mother arrange the other world to be a warm place for Coraline, full of affection and serve everything Coraline needs so Coraline will feels security in other world. Her other mother promise that she would “ready to love Coraline and play with Coraline and feed Coraline and make Coraline life interesting” (Gaiman, 2002:31). Based on the previous qoute, the other mother shows her affection toward Coraline by promising that Coraline’s other mother is
ready to play with her anytime and that she is willing to spend her time to be with Coraline in order to fulfill role as a mother to Coraline.

The other parents are characterized as attentive, yet double-faced. This contradictory characteristics shown by the other parents influence Coraline’s security. At the first place, Coraline starts to feel safe, because she can get everything she wants. When she comes back to the “real life” and finds herself with her real parents, there are such complex feelings within Coraline. She is trapped into thinking that such a comfort cannot be found anywhere else beside the Other Parents’s House. However, in the end Coraline feels insecure in other world because her other mother only convinces Coraline to consume her. Her other mother kidnaps Coraline’s real parents.

The other mother smiled. “Mirrors,” she said, “are never to be trusted. Now, what game shall we play?” Coraline shook her head. “I don’t want to play with you,” she said. “I want to go home and be with my real parents. I want you to let them go. To let us all go.” The other mother shook her head, very slowly. “Sharper than a serpent’s tooth,” she said, “is a daughter’s ingratitude. Still, the proudest spirit can be broken, with love.” And her long white fingers waggled and caressed the air. “I have no plans to love you,” said Coraline. “No matter what. You can’t make me love you.” (Gaiman, 2002:40)

The quote describes when Coraline realizes that there is some love left inside her for her real parents. Coraline firmly declares her point that her love is only for her own parents. Coraline is aware that her parents are irreplaceable.

Relating to the definition of security itself, it is seen that Coraline’s parents’ parenting style creates insecurity inside Coraline. As mentioned in Dewi and Clara’s journal about authoritarian parents in Shaping the Characteristics of Ruth Young in Amy Tan’s The Bonesetter’s Daughter” in Journal of Language and
Literature, “the parent attempts to control, shape, and evaluate their child’s behaviors and attitudes according to a set standard of regulation, usually an absolute standard by a higher authority (2008:2)”

Psychologically, she tries to find a place to escape from her authoritarian parents. She is unhappy and unsatisfied with her real life and let herself to be trapped in her own imagination which is taken by the Other Parents. In the beginning, Coraline feels insecure with her real parents. She feels lonely and neglected. When Coraline asked her real mother about what should she do to kill time, her real mother just answered “I don’t really mind what you do,” said Coraline’s mother, “as long as you don’t make a mess.” (Gaiman, 2002:2).

According to Coraline’s real mother’s answer that show having less affection. Coraline’s real mother tends to ignore Coraline and does not mind about what Coraline does as long as Coraline does not make a mess.

Coraline’s other father also tends to neglect Coraline rather than play with Coraline. Her father prefer to get busy with his work and forget about Coraline. He wants Coraline to do other stuffs and get rid of them because they want to work. He then tells Coraline to explore the flat. “Look—here’s a piece of paper and a pen. Count all the doors and windows. List everything blue. Mount an expedition to discover the hot water tank. And leave me alone to work.” (Gaiman, 2002:3).

According to Cumming and Graff, EST (emotional security theory), is caused by the bonding-system of a family.

EST proposes that children’s adjustment is influenced by their feelings of security in the family system. It is consistent with attachment theory in its
assumption of the critical importance of the parent-child relationship, but it also includes the quality of the inter-parental relationship as an additional influence on children’s security. Emotional security is influenced through multiple pathways—by the direct effects of exposure to inter-parental conflict and by indirect effects of inter-parental conflict on parenting, attachment relationships, and other family contexts (Cumming & Graff, 2015:1).

This explanation is clearly enough to answer the way how parenting style of Coraline’s parents influence the emotional security. The emotional bonding of Coraline and her parents brings the insecurity of Coraline. The poor parental relationship creates conflict inside Coraline, thus to escape, she uses the Other Parents to fulfill her desire of what parents supposed to do in a family. In addition, the parents has role to give attentive and to provide what their children needs. Meaning to say the parents should give them love so they will not feel that they are neglected and not being loved by their parents. At the end of the story, the turning point of the Coraline’s family makes the Coraline’s parent to change their parenting style. By realizing the main problem, the Coraline parents can evaluate the parenting style to their only daughter. Coraline’s parents more attentive to Coraline.

HER MOTHER SHOOK HER gently awake.

“Coraline?” she said. “Darling, what a funny place to fall asleep. And really, this room is only for best. We looked all over the house for you.”
Coraline stretched and blinked. “I’m sorry,” she said. “I fell asleep.”
“Probably had things to do,” said Coraline. Then she hugged her mother so tightly that her arms began to ache. Her mother hugged Coraline back.

It is shown that her real mother starts to be more caring to her. She is now willing to cook for Coraline, which is something she has never done before. Coraline hug her real mother and real mother hug back Coraline, she love her as a
daughter and Coraline felt grateful to have mother like her real mother. They look like care and love each others.

For another proof that shown their parents change parenting style.

“Hullo, Coraline,” he said. Then he looked around and smiled at her. “What was that for?” “Nothing,” said Coraline. “I just miss you sometimes. That’s all.”

“Oh good,” he said. He put the computer to sleep, stood up, and then, for no reason at all, he picked Coraline up, which he had not done for such a long time, not since he had started pointing out to her she was much too old to be carried, and he carried her into the kitchen. (Gaiman, 2002:71).

The quotation above proves that her parents being to be are warmer and more attentive than before, Coraline also change become grateful with her life. Coraline show gratefulness by kissing her father. Coraline’s father has kind eye that show his kindness. From Coraline’s point of view that she realize her father is actually warm, and kind. Coraline’s father show that he care with Coraline by picking Coraline up. Coraline finally can grateful and appreciate what she has in life and realize that her real parents love her. Their love for Coraline is sincere with no intentions.
CHAPTER V

CONCLUSION

This chapter is the summary of the previous analysis. By identifying the first problem formulation, it can be concluded that Coraline is brave, curious and adventurous. These characterization lead Coraline toward adventure to other world. Characterization can be seen throughout the story, it is stated in the conversation of the character, the action, and direct comment. Coraline’s real parents are authoritarian, workaholic and inattentive. Coraline’s real parents do not allow Coraline to do certain things or go to some places. They do not care and Coraline must follow everything from her real parents event though Coraline like or not. Her real parents tend to ignore Coraline and focus on their work. They prefer Coraline to do a some other things or go to other some places.

Unlike Coraline’s real parents, her other parents are attentive and double-faced. In the beginning, her other parents are attentive. They are portrayed as the perfect and caring parents to Coraline. At first, Coraline enjoys their company and love to be around them. But, in the end they conspire and show their evil side. Her other parents, especially the other mother, wants Coraline’s soul. She fulfilled what Coraline wants and needs to make Coraline stay forever with her in the other world.

The next analysis answers the second problem, which is about the parenting style that Coraline receives. As parents, both of Coraline’s parents do not position themselves as role models for the sake of their daughter. Even if the three of them
do not have the best of family bonding, and although their communication only
works one way, Coraline’s parents actually put the effort to think about the things
Coraline is supposed to do. Meaning to say, her parents do not completely neglect
her.

After employing Diana Baumrind’s theory on parenting style, it is found that
Coraline’s parents use authoritarian parenting. They always control every single
thing that Coraline does, even the simplest things. Because her parents are more
focused on their job and because Coraline loves to explore her surroundings, she
always looks for alternative ways to enjoy her time.

Coraline’s characterizations are shaped from the treatment of the parents. Coraline’s
characterization is resulted from of the lack of family time and real
guideline from the parents. The characteristics of Coraline which is caused by the
parenting style of her parents significantly affects her sense of emotional security.
The emotional bonding of Coraline and her parents brings the insecurity of
Coraline. She tries to find a place to escape from her authoritarian parents. She is
unhappy and unsatisfied with her real life and let herself to be trapped in her own
imagination which is taken by the Other Parents. In the end, Coraline’s parents
change their parenting style. They become more caring and love Coraline. Coraline
realizes that and feels grateful that her real parents love her. The other parents finally
give a sense of emotional security to Coraline that Coraline never felt. Coraline finally becomes to feel safe, and gets everything she
wants.
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References


APPENDIX

Summary of Coraline

Coraline is a story about a young girl named Coraline Jones. She lives with her father and mother. Coraline moves to an apartement on the second floor of a very old house. Two elderly retired actresses live on the ground floor and an old, and quite strange, man who says he is training a mouse circus, lives in the flat above Coraline's family.

Coraline’s parents do not pay a lot of attention to Coraline even though their working at home as home writing careers and they do not have time for her. When Coraline wants to play with her parents, but they tend to ignore her and always tell to play with her toy or her neighbour. One day, Coraline become bored she explores everything in her house, while exploring her house she finds out a small door and dark. Coraline curious about what is behind the door. She asked her mother to find her key and when the door open there is nothing just a brick wall.

When Coraline’s parents are out, Coraline takes the house keys and opens the locked door again. This time, she finds not a brick wall, but a dark hallway on the other side. She walks down to corridor and to realizes that the place looks almost exactly same like her own. She hears someone called her name like her mother sounds and she follows the sound to a kitchen. Coraline finds a woman who like her mother, the woman has white skin, long, sharp fingernails, and black buttons for eyes. she says she is Coraline’s “other mother” when Coraline asks.
Coraline’s “other father,” who also has black button eyes, joins the two, and they have a delicious lunch. Not only other parents Coraline also meet “other neighbors,” all copies made by other mother. Coraline discovers that behind the brick wall it names “the other world”.

Coraline is enjoyed with this other world where cats can talk. Her other mother and other father treat her very well and want her to stay in this world forever. Coraline wants to stay longer until they tell her she has to let them sew black buttons over her eyes. But unfortunately, Coraline leaves their world and wants with her real parents. When Coraline back to her real world Coraline is shocked to find that both of her parents are missing. A witty, black cat, whom she had friend in the other world, tells her this is probably the doing of other mother. Other mother has kidnapped them, forcing Coraline to return to the other world.

Finally, Coraline return to other world for looking her real parents, she hears voice from three children who were trapped by other mother a long time ago and whose souls other mother depends on for nourishment. Coraline agrees to find their souls so that they all can finally find peace. Coraline meets other mother and makes agreement with other mother to play a game. She proposes a finding-things game that other mother cannot resist. The game has rule if other mother can find her parents and the souls of the other children, she will let them all go. If she does not, Coraline will stay in the other world forever. With Coraline’s intelligence and the insight black cat, she finds the children and her parents who trapped by her other mother in snow globe. She successfully rescues both her parents and the other children. With their souls restored, the other children are allowed to move
on to the eternity. But, other mother deny her promise and tries to trap Coraline in other world. During the escape, other mother’s hand is caught in the portal and severed. The hand follows Coraline to real world, trying to steal the key to the other world that Coraline keeps around her neck.

Once again, armed with Coraline intelligence and bravery Coraline throws the key to the other world down a deep well, the hand follows the key and is trapped in the well. In the end, Coraline gets her parents back and, in the meantime, also rescues the trapped souls of three kidnapped children who have been stuck in the other world for a long time. Coraline beats the other mother, and returns home. Finally, with the threat of the other parents over, Coraline starts to fix the issues with her parents, and prepares for the upcoming school year.