THE MEANING OF DAWAN’S STRUGGLES FOR HER RIGHTS TO STUDY IN BANGKOK AS SEEN IN MINFONG HO’S SING TO THE DAWN

A SARJANA PENDIDIKAN THESIS

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

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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, 23 May 2014

The writer

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QUOTES

“A little more persistence, a little more effort, and what seemed hopeless failure may turn to glorious success” – Albert Hubbard

“The future belongs to those who see possibilities before they become obvious” – Unknown

“We are continually faced by great opportunities brilliantly disguised as insoluble problems” – Lee Lacocca

“The possibilities are unlimited as long as you are true to your life’s purpose” – Marcia Wieder
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ABSTRACT

Disrekia. 2014. *The Meaning of Dawan’s Struggles for her Rights to Study in Bangkok as seen in Minfong Ho’s Sing to the Dawn*. Yogyakarta: Sanata Dharma University.

This study discusses a novel entitled *Sing to the Dawn*, a literary work written by an Asian novelist, Minfong Ho. It tells about the struggles of the main character, Dawan, who looks for other support to convince her father of her rights to study in Bangkok. The objective of writing this study is to reveal Dawan’s struggles in exercising her rights to study in Bangkok. There are two research questions related to the topic of this thesis. (1) “How is Dawan depicted in the novel?” and (2) “What are the meanings of Dawan’s struggles for her right to study in Bangkok?”

The study is a library research. The primary datum of this study is the novel of Minfong Ho’s *Sing to the Dawn*. The secondary data are collected from books and also the internet which are closely related to this study. The theories used in this study are theory of character and characterization, theory of human rights, theory of motivation, and criticism. The approach used in this study is a psychological approach.

There are two findings in this study. The first one is the description of Dawan. Physically, Dawan is described as a beautiful young girl who loves nature around her village. Personally, Dawan is described as a curious, diligent and persistent girl. She is also depicted as a worried, a dreamer and thoughtful girl.

The second one is about the meanings of Dawan’s struggles for her rights to study in Bangkok. There are two meanings of her struggles; the surface meaning and the deeper meaning. The surface meaning of her struggles is that she wants to achieve her esteem needs. She has to fight to get her father’s approval to let her go to study in Bangkok. It means that she wants to be an independent individual who can choose her path to achieve her goals of life. The deeper meaning of her struggles is that she wants to actualize her dream to have better education, her wills to help her people in overcoming agriculture problems and fighting for justice in the village.

For the future researchers, the researcher suggests that they explore more symbolism aspects that are used in the novel *Sing to the Dawn* in order to find out the extended meaning of the symbols in the story. Moreover, the researcher also suggests that English lecturers use Minfong Ho’s *Sing to the Dawn* as the material to teach Prose in English Education Study Program of Sanata Dharma University.

Keywords: struggle, rights, surface meaning, deeper meaning
ABSTRAK

Disrekia. 2014. The Meaning of Dawan’s Struggles for Her Rights to Study in Bangkok as Seen in Minfong Ho’s Sing to the Dawn. Yogyakarta: Universitas Sanata Dharma.


Untuk para peneliti berikutnya, penulis menyarankan mereka untuk mengeksplor aspek simbolis yang terdapat di novel Sing to the Dawn dengan tujuan untuk menemukan makna yang lebih luas dari symbol-simbol yang ada di novel. Selain itu, peneliti juga menyarankan dosen-dosen bahasa inggris untuk menggunakan Minfong Ho’s Sing to the Dawn sebagai materi untuk mengajar Prose di program studi Pendidikan Bahasa Inggris Universitas Sanata Dharma.

Kata kunci: struggle, rights, surface meaning, deeper meaning
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CHAPTER I
INTRODUCTION

This chapter is divided into five parts. They are background of the study, problem formulation, objective of the study, benefit of the study, and definition of term. Background of the study contains the reasons, which serve as a basis for writing this thesis. Problem formulation states the problems discussed in this study. Objective of the study states the aim of the study. Benefit of the study states the benefit that is expected from this study for the readers. Definition of term elaborates the key words of this study in order to avoid misunderstanding or misinterpretation.

1.1 Background of the Study

Literature is a part of human life. It becomes an important thing that has a strong effect on the readers’ knowledge, experiences and thought depends on the way in interpreting it. The development of human culture from time to time cannot be separated from literature. Literature is also a reflection of human life. Literature reflects our life, our good values and ills. Literature, as an imitation of human action, often presents a picture of what people think, say and do in the society. The stories in literature are designed to portray human life and action through the characters’ words, action and reaction, and to convey certain messages for purpose of education, information and entertainment.
Hudson (1958) states literature conveys idea, truth, and factual event. Literature is also as a reflection of reality. It is a vital record of what people have seen and experienced what they have thought and felt about those aspects of life development (p. 96). Literature is a product of society to express or to develop people’ thoughts or point of views towards the reality of social setting and change along with society’s development in which it is produced.

According to Rohrberger and Woods (1971) in *Reading and Writing about Literature*, there are four modern literary genres. They are the short story, the novel, the poem, and the play or drama. Each genre has its own form which is expected to be able to transfer some learning and values of human life to the readers (p. 19). Novel is one of the literary genres. The researcher used novel as a main source to be analysed in this study.

The researcher used Mingfong Ho’s *Sing to the Dawn* to be analysed in this study. It is one of the examples of literary works which was written based on the author’s reflections of her experiences. Based on her experiences, she wants to portray the reality of the society through the main character in the novel. This interesting novel provides rich experiences of a rural girl’s struggles to take her chance to study in Bangkok. The author tries to underline the importance of being educated to bring positive changes to a society.

Education is the most important aspects of human life to develop and to actualize themselves. A better development of a country is influenced by an educated people who get involved and lived in the system itself. According to Roseau as cited by Nodding (2003), education is established to produce an
individual who can do something for herself or himself. An individual existence is not only for his or her country, but also for fostering themselves (p. 83). In addition, Nodding also states that the aim of education is to educate someone to be responsible for their lives towards themselves and others. Education enables someone to think locally and globally. Education achievement is not just shown by a given certificate or good marks of the student but how they apply the received education into the real world (pp. 95-195).

Moore (1982) in *Philosophy of Education* states, the educated person means someone who has a good knowledge and is able to help and sustain her or his family’s life, plays a significant role in the society, and able to use her or his time thoughtfully (p. 12). In the novel, there is a teacher who wants his students to analyse the unjust system caused by the landlords in the village. A tax system requires the villagers to give half of their crops to the landlords on the basis of using the land for farming. A system where power is kept in imbalance among the landlords’ and the villagers’ needs. This system can lead the villagers to poverty. The teacher tries to open his students’ mind to be concerned with what happens. He also asks the students’ opinions about what they should do if they get the scholarship. He emphasizes that getting the scholarship is not only about winning a prize, but it also means that the student will be bearing heavy responsibilities. The teacher has his noble hopes for the one who will win the scholarship. She or he is expected to be able to apply her or his knowledge to lead the people to be free from the unjust system and poverty.
The teacher observes his students’ awareness about the role of an educated person who is useful for the villagers. He wants to know their opinion about the responsibility of the one who gets the scholarship and what she or he will do to solve some problems they have in the village. Dawan and her brother have a notion that the one who gets the scholarship should learn what is useful to his or her people and come back to help the villager after finishing his or her studying. In order to know what is useful or not, she or he needs to learn how to think, to perceive what is wrong in the society, to analyse and understand the rules which create the injustice and change those rules for fairer rules (pp. 23-24). This is what the teacher expects the winner to do. He wants his students to be aware that being educated means a person should know how to apply knowledge to help not only her/his own life but also the society’s life.

Dawan is announced as a winner of the scholarship. Dawan is happy knowing that she gets the scholarship. It means that she has a chance to continue her study in the city. She has a willingness to help her people to overcome the problem they have. Unfortunately, Dawan’s father and brother are not happy with her achievement. Dawan’s father does not believe that his daughter can bring or lead the people even after learning in the city. He wants Dawan’s brother, Kwai to get that scholarship instead. Kwai is also affected by his jealousy. He is tempted to take her chance to go to study. There is only Dawan’s grandmother who feels proud of her achievement. She supports her granddaughter to fight for her dreams. Having the obstacles of her father’s disapproval and her brother’s jealousy, Dawan shares her problems with her cousin and a head monk. She needs their
supports in order to convince her father about her rights to study. The only thing that she needs is her father’s and brother’s blessings to let her go.

To be able to continue the study is the most important thing that Dawan needs to fight for. Besides she loves learning, she also has a dream to be able to lead her people to their freedom and prosperity. Since getting an education is a big concern for her, she does not stop fighting for it. Through this study, the researcher analysed Dawan’s characterization and the conflicts that happen while Dawan struggles for her right to study in Bangkok in the novel *Sing to the Dawn*.

This is an inspirational novel which is worth to be read by everyone. The significance of the conflicts Dawan faces to get education in the novel makes the story interesting. By analysing Dawan’s character and the conflicts upon struggling for her right to study, this thesis intends to find out Dawan’s description and the meaning of her struggle for her right to study in the city. Therefore, the focus of this study is to reveal the meaning of Dawan’s struggles for her right to study in Bangkok.

1.2 Objectives of the Study

The objective of the study is to reveal Dawan’s struggles in exercising her right to study in Bangkok as seen in Minfong Ho’s *Sing to the Dawn*. 
1.3 Problem Formulation

There are two research questions formulated in this study.

1. How is Dawan depicted in the novel?
2. What are the meanings of Dawan’s struggles for her right to study in Bangkok?

1.4 Benefits of the Study

The benefits of this research are to provide the information needed by the readers who are interested in literary works. By reading Sing to the Dawn the readers can develop their knowledge about someone’s struggle and determination in getting better education. Next is for the students of English Education Study Program to use this novel as a reference for their thesis. The researcher hopes that the conclusions and suggestions in the last chapter could help them to build their motivation in facing their life in the teaching world. Through this study, the researcher also learn more from Dawan’s character on how to build a motivation and to keep a strong persistence in achieving dreams and goals of life. It helps the researcher to understand the meaning of being persistent and the importance of education for someone’s life.

1.5 Definition of Terms

In avoiding misunderstanding, it is important to explain the meaning of some terms used in this study. They are struggle and rights.
1.5.1 Struggle

Struggle is to try very hard to do something when it is difficult or when there are a lot of problems, to fight against somebody or something in order to prevent a bad situation or result or a hard fight in which people try to obtain or achieve something, especially something that somebody else does not want them to have.

According to McKechnie as cited by Fibrianingsih (2010) in her clare’s struggle for a Better Life as Seen in Constance Briscoe’s ugly states that struggle is a task or goal requiring much effort to accomplish or achieve something (p.6). In this study, struggle refers to Dawan’s effort against unfair rules or problems in order to obtain or achieve better education and freedom.

1.5.2 Rights

According to Locke (1973), a philosopher, as cited by Cranston in What are Human Rights? Rights are the right of life, liberty, and property. A Bill of Right was adopted by a representative convention in Virginia in June 1776, proclaimed that;

“...That all man by nature equally free and independent, and have certain inherent rights, of which, when they enter into a state of society, they cannot, by any compact, deprive and divest their posterity: namely, the enjoyment of life and liberty, with the means of acquiring and possessing property and pursuing and obtaining happiness” (p. 1)

A right belongs to anyone. We by nature equally free and independent and have inherent rights for enjoyment of life and liberty. In this study, right is the basic need of a person to be free or to be independent person without being bound by others or certain rules.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher depicts the theories related to the study. This chapter is divided into two sections. The first section provides a review of related theories which discusses theory of character and characterization, theory of psychological approach, theory of motivation, theory of human rights, and criticism. These theories are used to help the researcher to answer the questions of the study. The second section deals with the theoretical framework which discusses the theories that are used to analyse Ho’s *Sing to the Dawn*.

2.1 Review of Related Theories

In this part the researcher provides the theories related to the topic of this study. They are theory of character and characterization, theory of human rights, theory of motivation, theory of psychological approach, and criticism. These theories are used to help the researcher in answering the research questions formulated in the previous chapter.

2.1.1 Theory of Character

Character plays an important role in the novel. It means that without character there will be no story. According Staton (1965), the word character commonly has two meanings. The first is the character which means the person who appears in the novel. It designates the individuals who appear in the story.
The second is that character which refers to the mixture of interests, desires, emotions, and moral principles that make up each of these individuals (p. 17).

Blair (1948) in *Better Reading II: Literature* states that a character is:

a description of figures in the story. The description includes the description of profession, statements, dialogues, and thoughts. The purpose is to describe to the readers what a character is like such as his behaviour and how he lives (pp. 52-54)

Henkle (1977) states that characters can be categorized as major and minor characters. Major characters are created to carry out ideas or messages in a story to the readers through the character’s feeling, thoughts, actions, and reactions. Milligan (1983) in *The Novel of English* also has the same character categorization as Henkle, states that there are two kinds of character such as, major characters and secondary characters. Major characters are those who appear more often in the story than the other characters, while the minor characters are those who appear less often in the story. (p. 193).

### 2.1.2 Theory of Characterization

Character and characterization are related to each other, they cannot be separated. In the real life, human sense of character naturally varies with their power of perception and understanding. Holman and William (1986) state, the characterization is the creation of imaginary person or character found in fictions (drama, novel, short story, or narrative poem). Therefore, characters exist for the readers as lifelike (p. 81). They also define that there are three methods of characterization afterwards: firstly, by the explicit presentation from the author of the character through direct exposition; secondly, by the presentation of the
character in action; and thirdly, by the representation from within a character (p. 81).

In narrative or dramatic works, characterization refers to the presentation of persons by means of characters’ actions, speeches or physical appearances. Since every character has their own personalities and physical attributes, a character can be differentiated from each other.

Stanton (1965) classifies that there are three important ways on how to understand a character of the story such as:

1. By paying attention to the character’s name because sometimes the author uses the name that fits the character.
2. By paying attention to the author’s explicit depiction of the character and comment given by the character.
3. By paying attention to the way, the character makes her or his own dialogue and her or his behaviour. (pp. 17-18)

Murphy (1972) classifies that there are nine methods on how an author presents the characters such as:

1. Personal description
   The author describes the character through personal’s appearances like (face, skin, and eyes, etc.) and from the way, the person clothes which show his or her economical level. This method is very important because through this, the readers can have a better imagination because the character has an individual aspect.
2. Character as seen by others

The author describes the character through the eyes and opinions of others. The readers can get the point by knowing the other characters tell what they see of and think about the character.

3. Speech

The character can be recognized by knowing what he or she says. Whenever, in conversation with another or puts forward an opinion, he or she gives clues to his or her own character.

4. Past life

The character is described by letting the readers learn something about his or her past life. The author gives us a clue to the events that have helped to create his or her character.

5. Conversation of other characters

The author describes a person’s character through the conversations of other characters with the things they say about him or her. It can give us the clues to know a person’s character through this method.

6. Reaction

In this method, the author describes a person’s character by letting us know how she or he reacts to the various situations and events. Reaction means the way that a person cries, laughs, or angry.

7. Direct Comment of the author

The author describes or comments on a person’s character directly.
8. Thoughts

In this method, the author gives us direct knowledge by letting us know what a person is thinking about and tells us about the different people’s thoughts.

9. Mannerism

In this method, the author describes a person’s mannerism, which means a person’s traits, habits or idiosyncrasies, and ways of life in order to tell the readers something about his or her personality (pp. 161-173).

2.1.3 Theory of Psychological Approach

According to Rohrberger and Woods (1971), there are five kinds of approaches. They are formalist approach, biographical approach, sociocultural-historical approach, mythopoeia approach, and psychological approach (p. 13).

According to Guerin, Morgan, Labor, Reesman and Willingham (2011) various ideas in a novel will get various responses from the readers. The readers, sometimes, face their life experiences in the novel in order to get the message. However, the experiences which have been got by the readers are not suitable to what is delivered in the literary work (pp. 389-392).

The readers need special ability to analyse or judge a literary work. The readers can use critical approach to reveal the fascination and appreciation of the literary work by many perspectives. Guerin, Morgan, Labor, Reesman and Willingham (2011) in A Handbook of Critical Approaches to Literature mention
five approaches. They are traditional approach, formalist approach, mythological approach, historical approach and psychological approaches.

The psychological approach involves the effort to locate and demonstrate certain recurrent patterns. It uses various theories of psychology to explain the characters, motivation, and behaviour pattern.

This psychological approach is used by the researcher to study the main character as seen in Ho’s *Sing to the Dawn*. Through this psychological approach, the researcher tries to interpret the novel. Using this approach helps the researcher to find out the meaning of each line stated in the novel that aims to understand the description of the character the researcher wants to analyse.

2.1.4 Theory of Motivation

Theory of motivation is used in this study. It aims to find out Dawan’s motivation in keeping her intention to get her rights to study, even though she has to break the old tradition that women can only be a wife and mother and better not to get a higher education than the men. To find out what kinds of Dawan motivation here are some theories of motivation according to some experts.

Motivation defines as an enthusiasm for doing something or there must be the need or reason for doing something. According to Herbert (1981) in his book *Motivation: Theory and Research* defines that motivation is the concept we use when we describe the forces acting on or within an organism to initiate and direct behaviour.
Smith (1969) states that motivation is defined as an internal process that influences the direction, persistence, and vigour of goal directed behaviour (p. 282). Having motivation leads a human to be more focus on his or her goals and behaves in a specific behaviour so that he or she is still on the right track to get his or her goals. In achieving their goal, humans have to be persistent in doing their work or job to achieve the goal. Being persistent is the key to success and being motivated is the key for human to stick to their goals or achievement.

Murray (1964) defines that motivation is desire, which related to behaviour because it is involved in all kind of behaviour: learning, performing, perceiving, attending, remembering, forgetting, thinking, creating, and feeling. In this case motivation is as a booster which encourages a person to behave in a certain manner and to strive for his or her goals (p. 7).

According to Kalish (1973), motivation is something that cannot be seen, heard and touched, but it must be inferred or assumed (p. 30). Just like what Petri (1981) in *Motivation: Theory and Research* stated that motivation is the concept we used when we describe the forces acting on or within an organism to initiate and direct behaviour.” In addition, Petri also says, “we often use the concept of motivation to indicate the direction of behaviour.” (p. 3).

Perrine (1974) says that in a story the character takes the actions based on their certain strong reasons. The reasons motivate the character to act or to behave in a certain way. The character in a story must be clearly motivated in whatever they do, especially when there are some changes on their behaviours of personalities (p. 69).
Maslow (1969) states that any comprehensive theory of human motivation must take into account the individual as a whole (p. 301). He had developed a motivational theory that emphasizes the striving to reach one’s full potential as basic to human motivation. A motivation of Maslow is known as Maslow’s hierarchy of needs. According to Maslow (1970) in his *The Hierarchy Needs of Motivation*: there are five levels of human needs such as psychological needs, safety needs, social needs, esteem needs and self-actualization (pp.38-43).

**Figure 2.1 Maslow’s Hierarchy of Needs**

1.1.4.1 Psychological Needs.

Psychological needs are categorized as a basic need of human life like the need of air, sexual desire, hunger, and thirst. These needs are obvious because they are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to function.
1.1.4.2 Safety Needs

According to Maslow as cited by McClelland (1985), safety needs are the needs for security and protection from pain, fear anxiety, and disorder, need for order, lawfulness, and discipline (p. 41). It is obvious that everybody needs to feel secure, safe and out of danger. People need this need for a peaceful life that they will feel safe.

1.1.4.3 Social Needs

The third layer of human needs based on Maslow’s hierarchy is social needs. Social needs are the need of love and the need of feeling a sense of belonging and acceptance, whether it comes from a large social group, such as clubs, office culture, religious groups, professional organizations, sport teams, or small social connections such as family members, intimate partners, mentors and close colleagues. Meanwhile, love is a healthy loving relationship between two persons that include mutual trust. By having a good relationship, there are lack of fear and dropping defences. The absence of love will stifle growth and the development of potential. This love and belonging needs can overcome the physiological and security needs, depending on the strength of the peer pressure. For example, a girl may ignore the need to eat and security of health for a feeling of control and belonging.

1.1.4.4 Esteem Needs

Esteem needs are the need for achievement, respect, and approval. These needs are one-step above belongingness and love. There are two types of esteem needs. First is self-esteem, which includes the needs of desire for confidence,
competence, mastery, adequacy, achievement, independence, and freedom. Second is self-respect, which includes the concept of prestige, recognition, acceptance, attention, status, reputation, and appreciation.

1.1.4.5 Self-actualization Needs

According to Maslow’s hierarchy diagram of human needs, self-actualization needs are on the top level. They are the needs for self-fulfilment, for realizing one’s potential, for understanding and insight. These needs are described as the desire to become more and more what one is, to become everything that one is capable of becoming. They are the identification of the psychological needs for growth, development, and utilization of potential.

2.1.5 Theory of Human Rights

Rights (as freedom from unlawful imprisonment, torture, and execution) are regarded as belonging fundamentally to all persons. Cranston (1973) in What are Human Rights? classifies that there are three kinds of human rights. They right to life, the right of liberty, and the right of property

2.1.5.1 The Right to Life

According to Hobbes as cited by Cranston (1973) the rights to life is the natural right which everyone naturally makes.

Nobody wants to die a violent death, or to suffer an injury. These aversions are so universally and so intensely felt that we speak of them as natural. Man has a natural desire to survive, a natural impulse to defend himself from death and injury. Man is a being who is exceedingly vulnerable. His natural powers are not adequate for his own protection (p. 25).
The right of life is the natural right that everyone has. It is natural that nobody wants to die a violent death, or suffer an injury.

2.1.6.2 The Right of Liberty

The right of liberty is divided into two parts. The first one is freedom of movement. Freedom of movement comes from word *eleutheria* which is used by Epictetus when he speaks of his freedom and describes it by saying ‘I go wherever I wish; I come from whence I wish. Meanwhile, the Greeks contrasted their freedom to being bound or tied and being for this reason unable to move. The Greeks also have their own word of freedom such as; to go where one wills. Moreover, being free in this most primitive sense is the opposite to bondage. To be free is to be unimpeded in the exercise of the natural desire to move (p.31). The second one is freedom of speech. Freedom of speech is the liberty of expression of everybody.

2.1.6.3 The Right of Property

The definition of word ‘property’ implies a right. ‘Property’ means ‘rightful ownership’. Based on Locke’s method of the right of property as cited by Cranston (1973) is

The origin of property to a man’s natural duty to work for the provision of his own food and shelter, and suggested that a man gained the right to ownership of that part of nature with which he mixed his labour. The acorns that a man gathered, or the game that he hunted, were his because he had worked to possess them (p. 48).

Human rights have been classified historically in terms of the nation of three “generation” of human rights. The first generation of civil and practical rights, associated with the *enlightenment* and the English, American, and French
revolutions, includes the rights to life and liberty and the rights to freedom of speech and worship. The second generation of economic, social, and cultural rights, associated with revolts against the predations of unregulated capitalism from the mid – 19th century, includes the right to work and the right to an education.

Everyone has the same rights of being free, independent, and happy since she or he is born. There are also some theories of human rights according to Universal Declaration of Human Rights, TELDERS (Study Group of International Law at Leyden University) in United Nations Textbook as cited by Cranston (1973) in what are human rights? states that:

Whereas the peoples of the United Nations have in a charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom.

There is a universal declaration of human rights that were reaffirmed in United Nation Textbook related to the right of education:

Article. 26. 1. Everyone has the rights to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be generally available. Higher education shall be equally accessible to all on the basis of merit.

2.1.5 Criticism

Sing to the Dawn was the first novel written by Minfong Ho. Mingfong Ho was born in Rangoon, Burma, and raised in both Singapore and Bangkok, Thailand. At first, Sing to the Dawn was only a short story that was written because of author’s homesickness of her second home, Thailand. When she
missed the situation in Thailand, which was completely different with New York at that time. Ho stated that writing about the dappled sunlight and school children of home brought them closer to her; it aired on paper the part of her which could not be found at any place in America.

Ho’s short story told about Dawan’s struggles toward her brother and father’s resistance when they knew that Dawan had won a scholarship to the city high school. That short story was submitted to a reader of the Council for Interracial Books for children, for their annual short story contest. Ho won the award for the Asian American division unpublished Third World Authors. Then Ho’s short story was encouraged to enlarge the story into a novel. Ho stated that she never enjoyed the children books in her childhood which mostly told about a life of princesses and emperors or any other story of animals such as elephants, peacocks, and tigers. Through her short story *Sing to the Dawn*, Ho was inspired to write new model of novel which described realistic story of one girl’s struggle to get an education in the city.

According to Seybolt on her comment in a School Library Journal Review, the author’s love of her native countryside was evident in her vivid description. Seybolt as cited by Yew (2005) also noted that Dawan’s story provides a perspective on women’s liberation far removed and much more important than breaking into the local little league. A kirkus critic also maintained that the imagery of lotus flower, which seemed delicate and small, described someone’s passion and determination.
Although the background of the story is in Thailand, but the novel was a Singaporean period – peace in its choice of theme, that described how urban migration and modern education improved women’s lives. By urbanization system that was central in the first phase of Singapore’s development, the PAP government was erasing traditional habitats of ethnic group such as; Malay kampungs, Chinese Village, and exposing selected segments of the population to modern education. Through *Sing to the Dawn*, as one of Ho’s children tale, which was a didactic one, telling about a potential reformer of rural Asian social operations and evils. The reformer was a village girl who strived to reach the city and higher modern education in order that she may return to the village and uplift the backward condition of her community. The novel depicted the development of modern women in theological terms. It suggested that women became legitimate members of the community and trailblazers of progress only by moving to metropolitan canter of advancement. However, by this novel, the author was only partially indoctrinated in the ideology of urban progressivism but also suggested that patriarchal modernist nations of progressive self and citizen fill women’s lives with contradiction, and fracture communist.

*Sing to the Dawn* tells the struggles of young protagonist, Dawan, after announcing as the one female student who got the scholarship to pursue higher education in the City School.

Because of social and economic opportunities that come to her with this award, Dawan is singled out for spearheading the changes her Marxist school teacher has envisioned for the villagers. She is expected to bring back to the villagers not only modern knowledge and technological tools (“how to raise new crops and use better fertilizers,” 17) but new ways of
analysing and demystifying the socioeconomic institutions that perpetuate inequities in the village.

The uncontrolled situation caused by the tax system and the opportunities that come to Dawan by winning the scholarship also the noble hopes of their teacher encourage her to keep fighting to achieve her goal to have better education and also being free from the unjust rules by the landlords.

2.2 Theoretical Framework

This section explains the theories, which will be the framework to answer the research problem of the study. The explanation includes the significance of the theories of the study. In addition, the theoretical framework will be the guidance of the analysis of the novel being studied.

Since the research problem aims to find out how the main character is described in the novel, the theory of character and characterization becomes necessary in order to analyse the personality of the character in the novel. Theory of characterization used in this study to describe the character of Dawan, the main character in the story. Then in order to answer the second research question, the researcher used theory of psychological approach, theory of motivation, theory of criticism, and theory of human rights. These theories are used to find out the meaning of Dawan’s struggles for her rights to study in Bangkok.
CHAPTER III

METHODOLOGY

This chapter is divided into three parts, such as, object of the study, approach of the study, and method of the study. The object of the study focuses on the physical description of the literary works studies. Approach of the study provides the approach employed in the analysis of the Ho’s *Sing to the Dawn*. Method of the study describes the steps taken in the study.

3.1 Object of the Study

The object of the study is a novel by Ho entitled *Sing to the Dawn*, which was published in 1975 by Marshall Cavendish Editions. This novel contains 125 pages and 13 chapters. It tells about a Thai little girl who wants to get her rights to be allowed to continue her study in the big city, Bangkok. Meanwhile, her father is a strong man who never allows her to study in the city because he feels doubt with her ability to carry on her responsibility as an educated person. Dawan knows that it is difficult to convince her father, yet she also needs to have a chance to study and to prove her capability as an educated girl.

The novel aims to reveal Dawan’s strong motivation to struggle for her rights to study. As we know that every person needs education to develop her or his skills further. Education is an important thing that becomes the major need for every person. Even since we were a child, our parents sent us to the school to study. They believe that through study, their children could develop their future. It
is clear that every child needs to study, but not every child can have a chance to go to the school because of the problems that make them have to bury their dreams. Those problems are mostly caused by economic, social, and gender problems.

Every person has a strong desire to have better education in their life. This situation also happens to Dawan. She faces some difficulties in achieving her longing to study because of the disagreement of her father and her brother. Dawan tries not to give up easily. When she feels down because of her father and her brother’s attitude, she moves by her strong desire to study. Then she decides to find other’s supports. In our real life, there are still many children who have the same dream as Dawan. Unfortunately, some of them have to keep their desire to go to school because of economic and social issues like most children in Indonesia. Many of them have to fill their time with work. They have to help their parents to make a living.

3.2 Approach of the Study

The approach that is used in this study is a psychological approach. "Sing to the Dawn" is a novel written by Ho, which tells about a young rural girl’s struggles to get her rights to study in the city. Since psychological approach is related to the theory of psychology which explains the theory of character, motivation and behaviour patterns, it helps the researcher to have a deeper understanding of the meaning of Dawan’s struggles in getting her rights to study in Bangkok. The
psychological approach is used because it was the most suitable approach to
analyse the novel in order to answer the research questions.

3.3 Method of the Study

The researcher uses library research to gather the data as much as needed.
There are two kinds of data in this study. The primary datum is the novel *Sing to
the Dawn* written by Ho. As for the secondary data the researcher used books and the internet related to the study.

In conducting the study the researcher took several steps. First, the researcher chose the novel *Sing to the Dawn* that would be analysed in the study. After spending many times reading the novel to get a good understanding of it, finally the researcher formulated the research questions to be answered in this study. Then, the researcher collected the data which are needed in the study. The data collection can be related theories which can be used to answer the problem formulations of the study. By using the related theories, the researcher began to analyse the data carefully. The next step, the researcher made the conclusion of the study as the result of analysis. In the last step, the researcher collaborated the result of the study with English teaching-learning.
CHAPTER IV

ANALYSIS

In this chapter, the researcher discusses and answers the questions formulated in chapter one. The first part discusses about how Dawan as the main character depicted in the novel. The second part discusses the meaning of Dawan’s struggles for her rights to study in Bangkok. These elaborations are the main answers to the research questions of the study.

4.1 The Description of Dawan, the Main Character of Minfong Ho’s *Sing to the Dawn*

Dawan is the main character of Ho’s *Sing to the Dawn*. Henkle (1977) states that major characters are created to carry out ideas or messages in a story to the readers. Milligan (1983) also states that major characters are those who appear more often in the story than the other characters. In Ho’s *Sing to the Dawn*, Dawan and her brother Kwai are the characters that appear more often. Although Kwai is categorized as a main character in the novel, but this study focuses on finding out Dawan’s character that is depicted by the author more often to carry out ideas or messages to the readers.

In this part, the researcher analyses how Dawan as a main character of Ho’s *Sing to the Dawn* is depicted. The description of Dawan’s character is explained both in physical and personal traits.
4.1.1 Physical Traits

Murphy (1972) states that the physical character of the person described in the novel can be seen through what other characters say about him or her appearances like face, skin, and eyes, and through direct comment from the author’s description of one character. In order to describe Dawan’s physical traits, the researcher finds the description of her physical traits which are described through her brother and her cousin’s opinion, and the author’s description.

Here is what Kwai said about her sister’s physical trait:

“You’re older than I am. Maybe they want older students. “Although Dawan was already fourteen, and a year older than her brother she was in the same class as he was (p. 14).

Here is what Noi said about Dawan’s physical trait:

Noi glanced over to her young cousin, and Shrugged, “or, since Dawan is still fresh and good-looking she can squat in some side-alley where the police won’t chase her way, and peddle faded jasmine garlands to the powdered women of drunken soldiers (p. 40-41).

Here is the description of the author about Dawan’s physical trait:

Dawan stretched her lithe body upwards, up to grasp a wisp of air, and almost burst out laughing, it was so fresh and cool and young, this morning! (p. 7)

Shaking the long black hair out of her eyes, she would reach up and grab handfuls of wet leaves, gleefully scattering dewdrops and rainwater everywhere. (p. 7)

Although Dawan’s physical traits are not explicitly described, but from Kwai, Noi, and the author’s opinions, the researcher finds that Dawan is a beautiful fourteen years old girl who has a lithe body and long black hair.
4.1.2 Personal Traits

The other characteristic of Dawan is also described through her personal traits. To analyse Dawan personal description, the theory of character by Blair and theory of characterization by Staton and Murphy are applied.

4.1.2.1 Loves Nature

From the beginning, Dawan is described as a young girl who loves nature. Murphy (1972) states the characters of a person in the novel can be seen through his or her reaction to various situations and events. It gives the researcher a clue about the characterization of Dawan. Through her reaction about how she sees, feels and thinks when she is playing around, it seems that she loves nature around her village.

The story starts with the beautiful description of nature where there is a girl who wakes up early and begins to enjoy the dawn before anyone else awake. She listens to the morning noise by other leaving things around.

Slowly, she closed her eyes again, and listens to the morning noises flow about her. The pulsing croaks of the bullfrogs had died down now, and given place to the fragile first cries of small sparrows. The breezes of the dawn sifting through the countryside, brushed against the wooden shutters of the windows, making them creak gently. Dawan liked this part of the day best of all, when she waves of after-night twined so gently around the slow swirls of before-dawn (p. 6).

Dawan hears the crowing of a rooster from the distance as a sign that it is now officially morning. Not wanting to wake up anyone else, she moves slowly from her mosquito net and walks carefully to the outside of the house. Then she finds her brother, Kwai already awake since dawn. Dawan knows that this morning is a special morning for them both. Together they tiptoe to the wooden
platform outside and scamper down the ladder to the cool ground (p. 7). Joyfully, Dawan feels the fresh, cool and young morning by stretching her body upwards, up to grasp a wisp of air, and almost burst out laughing. Then, she sees Kwai racing past her down the small path to the river.

She darted off after him, weaving her way quickly between the tall leafy trees. The mud oozed through her toes as she ran, and sometimes cool puddle-water splashed up and streaked her bare legs. Shaking the long black hair out of her eyes, she would reach up and grab handfuls of wet leaves, gleefully scattering dewdrops and rainwater everywhere (p. 7).

Dawan and her brother then go to the old bridge, a place where they often spent their times playing and sharing their peaceful feeling to the things around.

For a long while neither of them spoke, but set together in easy companionship, watching the sunglow creep over the awakening world. A coy breeze played with the drowsy countryside, tickling the long blades of the paddy-fields, flirting with the loose strands of her hair, wrinkling the translucent skin of the river wither. Dawan felt the deep joy of a new day radiate forth from within her (p. 9).

Both Dawan and her brother enjoy the morning by sitting on the edge of the old bridge, looking around, and then Dawan begins to sing her own song. The song which is made by herself gradually and unconsciously – that it has always seems to her that she is born knowing it (p. 9).

Misty morning
mist is lifting,
melody of trees
slowly sifting
through the gold-green branches

Dappled morning
sun is flying,
breaths of breezes
rising, dying,
brushing over the earth’s brown skin.
Happy morning
my heart is singing,
arms spread wide
the dawn is bringing
its sunglow to this land, my home.

The reason why the author has written a short story of *Sing to the Dawn* is because she wants to express her homesickness of her second home, Thailand. The setting of the novel depicts a rural atmosphere, which presents a peaceful situation of a village. The situation that makes everyone feels happy and fresh.

Being happy is one thing that people want. From this story, Ho proves that nature can bring a positive effect in our life. As a human being, we need nature as a place where we can feel serenity – where nature provides a condition of peace and tranquillity.

4.1.2.2 Curious

Curiosity is an eager wish to know or learn about something. Blair (1948) states that the description of figures in the story can be seen through person’s statements, dialogues, and thoughts, which aims to describe to the readers what a character is like such as; his or her behaviour and how he or she lives. In the novel of *Sing to the Dawn*, Dawan is described as a young girl who has a deep curiosity to learn.

Dawan is a curious young girl. She is curious to learn many things, especially about the reality happens in her village. Murphy (1972) also states that character can be seen through the way of thinking of a person being described and the conversation of others to know about that person’s description. Through Ho’s
Sing to the Dawn, Dawan is depicted as a young curious girl who is eager to know about the landlords’ rights of collecting the tax from the villagers.

“…What right does he have to take our rice anyway?”
I don’t know sister, why don’t you ask teacher about it in the class today? He’ll know” (p. 13).

According to Kwai and Dawan’s conversation, it is not fair for every villager to pay the tax to the landlords every time after harvest. While the landlords do nothing. The farmers have to work hard every year by farming, planting, flowing, and reaping for their own living. Then the landlords send their people to collect the tax from the villagers since they think that they have the land and have the right to do it.

Another statement that shows Dawan’s curiosity is when she is actively asking questions to her teacher while they are discussing the landlords’ rights in the class.

She stood up, one of the few times that she had ever done so in the class. Acutely aware of her own voice, she asked the teacher, “But sir, why does the landlord own the land? What makes him the landlord? What makes him own all that land instead of us?” (pp. 17).

This statement becomes the clue that Dawan is eager to know about the landlords’ rights of their land. Through the discussion, the teacher tries to find out the landlords’ reasons of owning the villagers’ land. The teacher writes on the blackboard and makes three lines beneath the word “landlord”. He writes three words like labour, need and inheritance. If the rights of the landlords based on those three factors, then it is possible for the landlords to collect the tax from the villagers.
Based on the result of the discussion, none of those reasons are right. It is impossible for the landlords to be a labour because they do not get the land by working harder on it than the villagers. It is also impossible for the landlord to need it more than the farmers, because they are richer than them. They also do not have hundreds of starving relatives to be fed (pp. 18-19). They find that these two factors cannot be the legal reasons for the landlords owning the land, but if the landlords own it because of their older generation own it, then it is true that inheritance is the right reason.

Dawan tries to make another question concerning the reason why the landlords own their land. She still does not feel satisfied with the previous answer.

Dawan frowned, biting her lip. It would have been easy for her just to nod and agree, but she thought there was something very wrong about the answer. Glancing over at Kwai for support, she mustered up enough courage to stand up and say, “But the word doesn’t explain anything, sir. It, it just gives the question a name. And it just makes my question...” she fumbled for the right way to express herself, “… make the question one step further away. I could still ask why his father owned the land, couldn’t I?” (p. 19).

The last reason is because the landlords inherited the land from their father. This seems possible for the landlords to own their land, but it cannot give the answer clearly. It seems unfair for the villagers to pay the tax to the landlords because they own the land. They have worked hard on that land for many years, from generation to generation.

From the result of their discussion about the landlords’ rights of their land, they find that they have to understand further rules about the landlord’s rights. Dawan’s curiosity motivates her to be eager to know about the reality of their ground tax. The reasons which they have just discussed on the landlords’ rights
of their land seem not fair enough for the villagers. She is still curious why the landlords’ owned the land of the villagers, and the reasons that make them own the land.

4.1.2.3 Diligent and Persistent

Dawan’ personality as a young diligent student is described in the novel through her brother’s statement. “You always get good marks, and you study harder than I do. Why shouldn’t you have done better than me in the examination?” (pp. 14). Kwai’s statement shows that Dawan always works harder than him and always get good marks.

Besides diligent, Dawan is also being depicted as a persistent young girl. This personality can be seen from the way she responds to the obstacles when she faced every difficult problem in finding encouragements. Without giving up looking for other possible ways, she always keeps her strong desire to reach her dreams. Having strong desire to have an education also helps her to get through all the problems she faces.

Dawan is always able to find every solution for every problem she has. It can be seen through the way she overcomes the disagreement of her cousin to convince her father about her rights to study in Bangkok. She always has a positive expectation of living in the city, although she hears from Noi that living in Bangkok is not good for a young rural girl like her to live in. She insists to see or experience it by herself.

Ghan glanced over to Dawan and observed quietly, “I don’t know if our opinions have any effects on Dawan herself. Look at her, she still wants to go, doesn’t she?”
Dawan had knelt up as Noi was speaking, and was examining the gaudy postcards again. In one of them she had seen a few uninformed students, swinging book-bags from their shoulders – the pride, the power, and the promise of newly-learned knowledge in their laughter.” Now she turned away guiltily and stared down at the smooth floor boards. “I want to see for myself,” she said. And her voice was soft, but firm (pp. 45-46).

Staton (1965) in his theory of characterization states that a person’s personality can also be seen from her or his reaction to various situations and events. Though Dawan does not get any support from her cousin, she still wants to go to study in Bangkok. She wants to study and experience as a student in the big town herself.

Dawan faces the jealousy of her brother, Kwai, who seems to take her place to get the scholarship after knowing that he is placed second in the exam result. It means that he has the opportunity to go to study more than Dawan. Kwai’s longing creates conflict between them. Dawan is afraid if her brother will tell their father about his achievement. Her only chance to continue her study will be only just a dream. Firmly, Dawan explains that she is going to take that scholarship and will not give her only chance to Kwai.

Turning away, Dawan drew a deep breath, trying to steady the beating of her own pulse.
“I’m going, Kwai,” she said firmly. “I’m sorry, but I’m going” (p. 50).

Kwai doubts if Dawan can bear huge responsibility as a student, who get the scholarship. Kwai thinks even if his sister has a chance to discover and develop herself through studying, it does not mean that she is able to guide or lead the people to a better future. Being challenged by her brother about her ability and the disapproval of her father, Dawan begins to wonder maybe her brother and her father are right, or maybe she should assert herself to stand in Kwai’s way.
However, when she almost down by the conflict she faced, Dawan always tries to rise and gets a new way to do. She keeps her desire to fight for her rights by finding the one who can support her to convince her father.

As Dawan turn away, she suddenly smiled to herself. She decided to go to the temple the next morning, and talk to the head monk there. She knew that if there was one person in the village her father respected deeply, it was the gentle old monk of the village temple (p. 56).

Motivated by her strong need to struggle for her rights among her father’s disapproval, Noi’s disagreement and Kwai’s jealousy in her crisis times, Dawan decides to meet the monk, as the one, who her father respects a lot. It is not easy to fight for her rights against her father. It is not easy to get through all the disagreement, the denial, and the anger of her family, but Dawan still persist that she has to fight for all of it. It shows that her defence to stand on her desire to study is because she has strong persistence to reach her goal.

4.1.2.4 Worried

Dawan is also depicted as a worried person. This personal trait can be seen from many ways such as; through her reaction to various things or events, her speech, the direct comment from the author, and through other’s comment. As a female student who grows up in rural village, Dawan feels worried of her own achievement. She is fetter by the old custom and belief that woman did not have the rights to get education. When Dawan is having conversation with her brother Kwai about the scholarship, she is afraid to hope to be the winner of the scholarship.

“… How about you, sister? You could win.”
“Me?” Dawan flashed. “But I’m a girl.”
“Kwai, don’t be silly,” Dawan said wistfully, “I won’t get the prize.”
“You know why,” Dawan said without looking at her brother, her hand clenched tight over the edge of the wooden bridge. “I’m a girl, Kwai” (p. 14).

From Dawan’s quotation above, shows that she does not dare to hope to win the scholarship. Her worry also states by her brother Kwai when they are talking about their teacher. “Don’t always be afraid of speaking out in class, Sister. He encourages us to ask questions. And besides, he likes you” (p. 13).

After Dawan is announced getting the scholarship, the conflict between Kwai and her begins. Dawan knows that her brother might hate her because of it. It can be seen when Kwai behave strangely silent after knowing the result of the exam. It makes Dawan feel afraid. It is such an irony that she has to feel fear of her own achievement. Women’s role in education at that era is very different with women’s nowadays. Every parent will feel so proud if their children can achieve their best. Unfortunately, it does not happen to Dawan. She feels guilty of her own achievement. There is only her grandmother who feels proud of her. Dawan’s grandmother advocates her to find support from her cousin, Noi. Dawan has to feel the bitterness several times along the process she is searching for other supports. Dawan fears her brother’s jealousy. She is worried to know that Kwai seems to take her place. Here is the expression of how Dawan responds to Kwai’s statement when they are talking about the scholarship.

A streak fear shot through Dawan’s heart. “What do you mean, Kwai?” “perhaps there had been a mistake, and she hadn’t really won? Perhaps girls were not allowed to go after all? Perhaps... “What do you mean, Kwai?” The silence that followed seemed interminable to Dawan” (p. 49).
Kwai tells his sister that he wants to ask their teacher about his result of the exam. Feeling fed up with her brother’s plan, Dawan tells Kwai that she already asked about it – that he is second after her.

Tossing one half of the leaf away, he announced grimly, “I was second. right after my own dear sister.”
“Does ... does that mean you get to go instead of me?” she asked softly. Her heart was pounding.
Her brother looked her straight in the eye. “It means that if you don’t go, I get to go.” He tossed the other half of the leaf away and added, “Sister.”
Turning away, Dawan drew a deep breath, trying to steady the beating of her own pulse” (p. 50).

Through the way Dawan responds to Kwai’s statement, it is clear that she feels her heart is pounding. Dawan faces an uneasy situation where her steadiness is tested. Those situations drive her unhappy because she keeps thinking about problems or unpleasant things that might happen.

4.1.2.5 Dreamer

Murphy (1972) classifies there is a method on how an author presents the character. The method is about knowing the character being described through the character’s conversation to others and through others character says about his or her. Through Dawan and Kwai conversation, the researcher finds that Dawan is a young dreamer girl who wants to have a better future by studying.

Dawan is a dreamer. Start from the beginning of the story, Dawan always has strong desire to study. She has strong expectation of her school. Through school, she can see that there are a lot of things that she needs to know or learn about. They are the things which are able to change her life to be better than the yesterday, things which can lead her to get the freedom, things that can help her
people in maintaining their difficulties in farming, planting, breeding and fighting
the landlords’ rules.

Dawan wants to know how the system of the government works. She
wants to help their people to be free from the landlords’ colonization. Being
bound by the landlords’ rules is the biggest problem they have. The farmers have
an obligation to pay the tax to the landlord after harvesting. Dawan sees that this
is just like an injustice rules for the villagers because they have to work hard
every day to feed their family, while the landlords just do nothing. In this case,
Dawan and her brother Kwai want to know the landlords’ rights to their land and
the law the landlords used to create the tax system. They need to find ways against
such injustice in order to reach their freedom.

Having a dream is one stronger reason why a person wants to do
something. It motivates his or her to do the best effort she or he can in order to
achieve it. Here, Dawan is motivated to study in the school because she sees that
through school she can find good things that might change her life.

“I mean, that’s why I want to badly to go to school in the city. As it is now,
all we ourselves know about are the little bits and pieces of unfairness that
we have experienced. It's hard to change things, even the smallest thing,
without changing the overall pattern that these things are a part of. I keep
thinking that there must be a whole order to this, a system with rules and
laws all mapped out in it. And I want to study how the system works and
moves, and then I think I could help to find a better one” (pp. 43).

Through education someone can find out the right things, to see how the
systems work, and to learn more as a common means of developing oneself in
order to cope with every problem that happen.
4.1.2.6 Thoughtful

Other than being diligent and persistent, Dawan is considered as a thoughtful girl. Staton (1965) states that a person’s personality can also be seen from the way she or he thinks. Dawan’s personality as a thoughtful girl can be seen both through the way she thinks and through the way she conveys her opinion to Noi, Bao, Kwai and her father.

Relieved that her brother was challenging only her concept of the scholarship and not her right to it, Dawan calmed down. “Look, Kwai, we’ve talked about all that before. Teacher said it just this morning. I know what you mean. I know what the importance of education is. I’ll learn what will be helpful in creating change for our village” (p. 51).

This is the way how Dawan conveys her words to Kwai when she is challenged by her brother about the meaning of the scholarship. It is obvious that Dawan is really careful in conveying her opinion while she is trying to answer Kwai’s statement. She tries to be calm before answering Kwai.

Another speech that shows her thoughtfulness is when she is speaking to Bao about her achievement at marketplace.

“It’s not that people that born smarter or dumber than one another,” she pointed out hesitantly. “It’s the way different chances have been given or denied people that make them so different after a while. I can read now only because I was given a chance to, when my brother helped to talk to our father into letting me study years ago and” (p. 63).

Being thoughtful is the ability of a person to think or consider things carefully. Through the quotations above, it can be said that Dawan is carefully considering her opinion when responding to Bao’s compliment. She explains that she is not born to be a smart girl, but she only has a chance to learn or to develop her skill by studying in the school. She also explains that everyone has a chance to
be what she or he wants to be as long as she or he has a chance to learn, to explore and to perceive her or his knowledge and skill. Through the way Dawan conveys her thought above, it shows that she is a thoughtful young girl who is carefully considering her action.

4.2 The Meaning of Dawan’s Struggles for Her Rights to Study in Bangkok

This part discusses how Dawan struggles for her rights to study in Bangkok. The discussion is divided into two parts. The first part discusses the surface meaning of her struggles. The second part discusses the deeper meaning of her struggles.

4.2.1 The Surface Meaning of Dawan’s Struggles

This section discusses the surface meaning of Dawan’s struggles for her rights to study in Bangkok. Dawan feels a strong need to fight for her own freedom to study by trying to convince her father and asking support from her cousin and a head monk.

As a girl who grows up in a rural village, Dawan is challenged to fight for her rights to study against the old perspective of their custom and belief towards women’s role in education and society. This perspective influences Dawan’s father doubts about his daughter capability. Dawan’s father does not allow her to go to study because he believes that it might be a waste to let his daughter to go studying. It is impossible that one day she might able to apply her knowledge or skill in the society. There is no sense for him to put his trust in his daughter to
take big responsibilities for their future. The disapproval of Dawan’s father encourages her to find supports from others. That is the only solution to help her to convince her father of her rights to study.

Based on Telders’ declaration of human rights as cited by Cranston (1973), there is a universal declaration of human right that everyone has the right to education. Cranston also states that there is the right of liberty as a part of human rights. The right of liberty is the right of being free to move, to go, and to wish. Being free is to be unimpeded in the exercise of the natural desire to move. It means that everyone has right to be free to choose her or his own way. Dawan needs these rights in her life. In order to get her father understanding, Dawan decides to ask Noi and a head monk talk to her father about her rights.

4.2.1.1 Dawan Fights for Her Own Freedom to Study by Asking Support from Noi

To change her father’s perspective, Dawan is suggested by her grandmother to find information and support from Noi. Noi is the one who had ever lived in the big city for working. Grandma thinks that Noi knows a lot about Bangkok. That is why they need to know about Noi’s response or opinion of Dawan’s intention to go study in Bangkok.

Noi refuses to support her cousin to go studying and live in the city. She does not agree with Dawan’s plan and will not support her cousin to go to Bangkok. Dawan can smell the disagreement of her cousin through her mother and Noi’s conversation. “But what can a young girl hope to learn, alone in the city? There is nothing good or healthy there, my aunt. She will only become bitter
and angry” (p. 35). Living in the town is not good for a young girl of rural village
like Dawan to live although it is because of education program. According to Noi,
Bangkok is such a cruel city that only belongs to those who have money and
power.

“Noi shook her head, and turned to address Dawan directly, It’s not that I
don’t want to help you, Cousin. I just think that going to the City will do
you more harm than good in the long run, that’s all. It’s my honest opinion,
Dawan” (p. 45).

The disagreement of Noi does not make Dawan’s desire to go to study in
Bangkok change. Her desire to experience new ways of life in the city becomes
stronger. Her eager to get education in the city exists on her deep sub
consciousness. She still imagines the happiness, success and pride of the city that
promises the bright future she dreams of.
4.2.1.2 Dawan Fights for Her Own Freedom to Study by Asking Support from a Monk

Dawan’s effort to get her cousin’s encouragement has failed. Noi’s bad experience while she was living in Bangkok is the main reason to not let Dawan to live in the city. Problem emerges again when Kwai hears about Dawan and their mother’s visit to Noi. It makes him feels dejected and jealous. It creates conflict between them. Kwai plans to meet the teacher to ask about his position on the exam’s result.

Dawan is afraid if her brother knows the result of his exam. She feels worry that she might not able to continue her study if her father knows about Kwai’s achievement. He probably will give her only opportunity to study to Kwai instead. Feeling challenged by her brother, Dawan states that she will not give her chance. She realizes it is the only way for her to continue study. She does not want to bury her dream deep in the long ran. She remembers her father’s words that state that it will be the last year he will pay for her school-fee.

Dawan is motivated to maintain her rights to study because it is the only chance that she needs to fight for. This condition motivates her to do something that can bring her out of this problem. Feeling exhausted by her brother’s jealousy and her father’s disapproval, Dawan almost gives up. Then, suddenly she realizes and feels a strong need to struggle for her rights. She needs others’ help. Suddenly she finds an idea to get another way for an endorsement. Dawan decides to meet an old Monk, whom her father respects a lot, and might able to help her convince her father about her rights to study.
As Dawan turned away, she suddenly smiled to herself. She decided to go to the temple the next morning, and talk to the head monk there. She knew that if there was one person in the village her father respected deeply, it was the gentle old monk of the village temple (p. 56).

The next day Dawan goes to meet a head monk in the temple near the market place. She goes to buy a lotus flower to be given to the monk in the market place before meeting him. Dawan has to face the deep disappointment when she knows the disagreement from the monk. The monk has an opinion that Dawan does not need to study in the city if she wants to help other’s life. She can help others by leading them to learn about Buddha’s noble truths.

Dawan has a conflict with her own brother who seems to take the scholarship of her. It is the difficult situation and she does not know whom to ask for support further. When she comes to the last hope, she finds strength from her grandmother and her new friend, Bao. They encourage her to rise and fight against the bounded old tradition or believe.

Bao is really amazed with Dawan’s cleverness. They just meet each other in the market place when Dawan wants to buy a lotus flower for an abbot. Bao offers her a low price for one stem of lotus flower. She is curious to know what Dawan will do with the lotus flower. Bao tries to get a piece of information from Dawan. Bao is surprised to know that Dawan is the one who won the scholarship, who has been known by most people in the village. The conversation goes by, then Dawan promises to go back to meet Bao at the same place after meeting the monk. Bao feels sick at heart when hearing that Dawan failed to get support from the monk just because of the different perception of aspiration and happiness of life. Bao tries to encourage her friend to not easily give up. If she cannot find
support from outside then she can find support from herself to talk to her father about her freedom to choose her own path just like a free bird. Bao asks Dawan to free a bird in the cage. Dawan begins to understand that clue - that being free is the right for everyone. It means that she can stand on her own choice. Here is Bao’s statement to let her friend realize that her life does not belong to anyone else but to herself.

“You’ve earned your chance for flying to a bigger world, to pursue your own ideals. Don’t yield to your brother now. You have to push forward and struggle if you want to be free, and equal to your brother” (p. 79).

There is something that Dawan needs to know. Bao wants her friend to know about the meaning of freedom. Everyone has his or her own right to move or to do something without being ruled by other or family. This is the natural right everyone should have. In this case, the rights mean the right of liberty. According to Cranston (1973), the right of liberty is freedom of movement and freedom of speech. Freedom of movement is the condition where Dawan is free to go wherever she wishes or to choose her own destination wherever she wants. Dawan thanks Bao for what she has done for her. Here, Bao plays an important role to assure Dawan to rise against all the obstacles that seem to coop her up in a cage.

The disapproval of Dawan’s father forces her to fight for her right to have better education. The old custom and beliefs towards women’s roles in education and society make her father doubts about her capability. Through this case, the researcher finds that Dawan lacks of esteem need. Dawan does not get her father’s appreciation of her achievement. According to Maslow (1970), esteem needs are the need for achievement, respect, and approval. In this study the need that Dawan
wants to fight for is the need of esteem need. Based on Maslow’s fourth layer of human need, Dawan wants to develop her competence through studying, to achieve her goal to have better education, and to be free to choose her path. Above all, she wants to get her father’s recognition of her achievement by giving her a chance to continue her study in Bangkok.

The surface meaning of Dawan’s struggles for her rights to study in Bangkok can be concluded through Dawan’s effort in fighting for her esteem needs. It shows that she wants to be an independent individual who is able to determine her own path to get the goals of her life.

4.2.2 The Deeper Meaning of Dawan’s Struggles

This part discusses the deeper meaning of Dawan’s struggle for her rights to study in Bangkok. Perrine (1974) states that in a story the character take the actions based on their certain strong reasons. There is a reason that motivates them to act or to behave in certain ways (p. 69). There are two reasons that encourage Dawan to fight for her rights to study in Bangkok.

4.2.2.1 Dawan’s Dream to Have Better Education

At the beginning of the story, Dawan and her brother often discuss about their dreams of living and studying in the town. They also talk about the scholarship, as a school’s program, which give a chance to the best student who will win the test. Dawan asks her brother about what he is going to do if he wins the test. She also reminds her brother that their teacher has noble hopes for a
student who will get the scholarship. Kwai seriously tells her sister that if he wins that scholarship, he wants to improve life in their village.

“The teacher said that very useful things are taught in the City school, so if I do go, I’ll study hard there, and then come back to Father how to raise new crops, and use better fertilizers, or even set up a hospital for our village, or advise the people here how not to get cheated by the tax collector” (p. 12).

Dawan and her brother want to do the best for their people in the future. Both of them have the same dream to have better education by studying in a big city like Bangkok. The city school, where they can learn many useful things, provides modern education system. The school as an institution where they can develop their knowledge and experiences that then will be used in creating chance in their village.

4.2.2.2 Dawan’s Will to Help Her People in Overcoming Agriculture Problems and Fighting for Justice in the Village

Dawan has a willingness to help the villagers to overcome the agriculture problems and to fight for justice in their village. It is the most principal reason, which motivates Dawan to struggle for her rights to go studying. Dawan and her brother believe that by studying in the city school will give them an opportunity to learn useful things for their better future. Dawan needs to have that opportunity in order to understand the system or problems they face in the hope of being able to bring positive changes in their village or society. They also realize that they have been cheated by the landlords to pay taxes. Many of the villagers are forced to pay the tax, even though the result of their harvest always goes down every year. Dawan and her brother see that this system is not fair for their people.
“It’s not fair, “Kwai burst out, that we worked so hard all year plowing and planting and reapiting, and some landlords, whoever he is, collects so much of our rice without even lifting a hoe!” (p. 13).

Based on Kwai’s quotation, the tax system can lead the people to poverty. It can be used by the landlords to take all of the villagers’ harvest. The landlords do not even care with the people’s misery. The imbalance share of harvest between the villagers and the landlords lead them to poverty. Moreover, the landlords just collect the tax as much as they want. This case makes Dawan feels curious about the landlord’s rights to take the villagers’ rice.

There is a teacher who reminds his students about a big responsibility of the winner of the scholarship should have. This teacher always tries to make his students realize about the reality happens in the village. The reality means the reality of the unjust rules and the agriculture problems. Dawan and her brother learn many things from him. Dawan’s teacher states that it is important for students to learn how to think, to perceive what is wrong with the society, to analyse and understand the rules which create the injustice in the village (p. 24). The teacher also wants the students not only to be able to create justice within the society but also able to help people maintain the best system of farming or things that are useful for the people.

After becoming the one who gets the scholarship, Dawan can feel both happy and worried of her achievement. Her achievement makes her father feels disappointed to both his son and daughter. He does not agree with Dawan’s intention to go to study in Bangkok, because he believes that it is just like a waste of time and chance to let his daughter go to study further. The disapproval of her
father encourages her to find a way on how to convince her father about her right to go. By having the support from her grandmother, Dawan goes to meet her cousin in order to get her cousin’s support and opinion about living in the city. Unfortunately, Noi does not agree with her young cousin to go to the city. She explains Dawan that city is not for a young girl like Dawan, who comes from rural place. Although the imagination of the city portrayed by Noi is not as good as she has imagined before, but it cannot stop her intention to go. She still wants to see it by herself. Dawan still persist with her dream to go because she has a dream to be a successful student who has power and ability or knowledge to be developed.

Dawan faces another problem with her brother, who seems to take her place after knowing that he is in second in the final exam. It can even be worse if Kwai tells their father. If their father knows about it, the only opportunity to continue her study in the city will be over. Kwai is still confused to make a decision whether he will tell their father about it or not. For sure he will be hated by his sister if he tells the truth to their father, and if he does not do it he might hate himself to let the chance go.

Dawan almost gives up, she thinks that it might be true that her brother can find a good job and earn some money to help the family. Who knows that someday he might become strong and important, and have the power to change the unjust system in their village (p. 56). Then, she realizes that she needs to struggle for her rights. She also realizes that to achieve her dream, will and determination, she needs more effort. She needs to find another way to overcome her father’s disapproval, her cousin and her mother’s fear, and her brother’s
jealousy. Starting from that moment she decides to look for outside source of support. She needs a head monk’s help. Dawan believes that it will be useful for her to ask the head monk’s support as the one whom her father has respected. After asking for the monk’s support, Dawan feels crestfallen by knowing that he cannot do anything to talk to her father. The head Monk said that to know or to learn the useful things she does not need to go studying in the City. She can fulfil her strong desire of being free and happy just by learning Buddha’s noble truths, learning to accept the transience of life, to work towards achieving enlightenments (p. 72). Then she can help other’s life by guiding them to achieve that Buddha’s noble truths. Dawan argues that she just wants to do something which is related to those ordinary things. The ordinary things the people need in their life.

“I just meant that I wanted to know how to cure sick people, or to help set up a new order where farmers would own their own land – we have to pay much rent now, sir” (p. 72).

The happiness that Dawan wants to achieve for her and the people will be lost. Nothing will last forever. The old Monk suggests that she need to achieve the higher truths “Nirvana”. Wanting the ordinary thing is not really important than concentrating on that higher truths. Although Dawan does not get the support from the Monk, she still sticks with her conviction that there is nothing wrong to try to focus on the ordinary things, to struggle and fight against the pain in life. She still wants to try.

Being distressed by her deep disappointment there is a little support from her new friend, Bao, who is able to make her get up to fight again. Bao shows her the meaning of being free by asking her to free a bird out of it cage. This
symbolizes the right of liberty. Based on Cranston’s theory (1973) of the right of liberty, Dawan is free to move or to choose where she wishes to go. This is the right that every person should have.

Dawan is also motivated by her dream to have better education and better future to fight for her rights to study. She always remembers her teacher’s noble hopes for their future. Dawan feels a strong need to learn in the city in order to know the system works. Then, she will implement what she has learned in the town to help their people in the village. Dawan also believes that she is able to take big responsibilities as an educated person as long as she is given a chance by her father to go.

“If you keep thinking that I’ll never be capable of doing anything worthwhile, then of course I really won’t.” She paused, struggling to find the word to explain herself. “Because I won’t ever have a chance to, don’t you see? It’s like thinking a caged sparrow can’t fly, and then refusing to open the cage door to give it a chance to even try” (p. 106).

Dawan’s will to struggle to get a better life for her people in the future drives her to take the best chance to get the scholarship. She has a holy dream to help the people to solve the problem they have both about the injustice caused by the landlords and the poverty caused by the limited knowledge of farming system.

“I mean, that’s why I want so badly to go to school in the City. As it is now, all we ourselves know about the little bits and pieces of unfairness that we experienced. It’s hard to chance things, even the smallest thing, without changing the overall pattern that these things are a part of. I keep thinking that there must be a whole order to this, a system works and moves, and then I think I could help to find a better one” (p. 43).

For Dawan the City is the proper place where she can develop her knowledge more and more. The city brings so much expectation for the best education she needs. Although Noi has told her of the bad side of the city, but it
does not change her desire to go studying. Based on Dawan quotation above proves that she has a strong need to learn the system of farming. She will apply her knowledge to help the people in farming. Dawan wants to be an independent individual. She needs a chance to prove her father that she is able to carry a big responsibility for her people in the future. Dawan says, “There is a wide, wide world out there, father, and so many things I want to learn” (p. 106).

In Maslow’s hierarchy (1970) of human need, self-actualization is the top level of human need in which human tries to realise his or her potential as well as understanding his or her desire to grow and develop self-potential. She wants to achieve her self-actualization need. Her dream to have better education and her will to help her people being free from both agriculture problem and the unjust system created by the landlord show that she wants to be useful person who is able to help others’ life.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts, namely conclusions and suggestions. The first part is the conclusions to answer the two research questions based on the analysis. The second part is the suggestions contain the suggestions for the future researchers and for English lecturers.

5.1 Conclusions

After analysing the novel in the previous chapter, the researcher can draw the conclusion based on the research questions. Since there are two questions, the conclusions are also drawn into two. The first one is the portrayal of Dawan’s character. The second is the meaning of Dawan’s struggles to fight for her right to study in Bangkok. The research uses theory of character and characterization to answer the first research question and theory of motivation to answer the second research question.

First, the major analysis of this study is the characterization of Dawan. The researcher uses Staton’s theory (1965) of human character and characterization to depict Dawan’s character. Based on the analysis of the study, Dawan is described as a young beautiful girl who loves nature. She is also a curious, a diligent and persistent, a dreamer, a worried, and a thoughtful young girl.

Second, in order to find out the meaning of Dawan’s struggles to fight for her right to study in Bangkok the researcher used psychological approach and
theory of character and characterization, theory of motivation, theory of human rights, and criticism. The researcher found that there are several meanings that motivate Dawan to fight for her right to study in Bangkok. The first meaning is because she wants to achieve her esteem needs against her father disapproval. She wants to be an independent individual who can choose the path of her life. She needs permission from her father to let her go to study in Bangkok. Dawan looks for other supports to shift her father’s ground by asking support from her cousin and a head monk. However, her effort to ask for their support ended up in failure, but by having the supports from her grandmother and her new friend, Dawan finds her strength again. She tells her father that she needs a chance to study to prove whether she can carry the big responsibility for their people in the future.

The deeper meanings of her struggle is that she has a strong need to achieve her goals to get better education, to be free from the injustice, and to help the villagers to make the better ways in farming. She wants to actualize her goals to be able to help other’s life.

5.2 Suggestions

There are two suggestions in this section, namely suggestion for future researchers and suggestion for English lecturers.

5.2.1 Suggestion for Future Researchers

This study searches only about Dawan’s characterization and the meaning of her struggles to fight for her right to study in Bangkok. The researcher feels that the aspects discussed here are limited. There are other aspects that still need
to be analysed in Ho’s *Sing to the Dawn*. For example, the analyses of the symbols used by Ho that are designed to express extended meaning of the messages the author wants to deliver. Those symbols are a thing that can be represented through a person, an object (thing), an action, or an idea which has more complicated meaning.

There are some the symbols used in the novel like lotus flowers, birds in the cage, and the old bridge. These symbols represent extended meaning of the novel Minfong Ho wants to convey about. Therefore, those symbols can be used as the research question of the study by the future researchers. Discussing the symbols also can enrich the future researchers in order to interpret symbols used in literary works.

5.2.2 Suggestion for English Lecturers

Literary works, like a short story or a novel, have been used by parents to teach their children about moral values. The researcher still remembers when my father often reads me a story before going to bed. He tells the story and then advises me to learn from the good characters in the story. He also tells me how to be a nice person the people love. It is obvious that a literary work like a story or novel not only gives pleasure and enjoyment, but also conveys the moral values to its readers or listeners. Literary work is also as a source of knowledge to have a better understanding about a literary science. Moreover, Ho’s *Sing to the Dawn* can be used by the lecturers as material for teaching learning process in the class. Learning using literary study can help the students to enrich their vocabulary and improve skills. These skills are listening, speaking, reading, and writing.
Therefore, the researcher suggests using this novel in literature teaching, especially for a prose class. The students can learn how to identify the character in the novel to enrich their understanding of the novel or the story. To understand the characters of the novel, the students can identify the major and minor characters, types of characters, the way the characters is portrayed, the way the characters is revealed, and the characterization of the characters in the novel. There are many things that students can learn by understanding the characters in the novel. By understanding the characterization of Dawan or Kwai, the students can learn how to emerge their courage to fight for their own future. In the prose class, the student can also use their understanding after reading the novel by making a deeper reflection on it.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
Appendix 1

A Summary of Minfong Ho’s *Sing to the Dawn*
A SUMMARY OF MINFONG HO'S SING TO THE DAWN

This novel tells about a struggle of a young Thai girl, named Dawan, who lives in an area of rural Thailand. Dawan has won a scholarship from her school and has a chance to continue her study in the city. Unfortunately, her father and her brother are not happy with her achievement. They do not agree to let Dawan go to study. The disapproval of her father and the jealousy of her brother makes her feel worry and doubt of her intention to go study but she still does not easily give up to look for the support.

Dawan asks Noi and a head monk’s for the support. Getting defiance of her father’s disagreement, Dawan needs to meet her cousin and a head monk for the support. She wants them to help her to convince her father about her right to study. Dawan’s persistence to get through all the obstacles she faces is motivated by her dreams to do good for her village in the future. At that time, people in her village have to give half of their crop to the landlords. This unjust system leads them to poverty. This situation has made Dawan’s teacher interested in discussing the problems with his students. The teacher wants the students to think harder about the future of the village. He reminds them about the responsibility of a student who will get the scholarship. The students have to have obvious purpose in study and are able to apply their knowledge to help the people’s life. The noble hopes of the teacher called Dawan up of her dreams.

Dawan fails several times in looking for the support. There is only her grandmother and her new friend who always support her to go. Her grandmother advises her to be brave to change, while her new friend shows her the meaning of being free by asking her to free a bird in the cage. From that time Dawan knows what she has to do to get her right.
Appendix 2

Minfong Ho’s Biography
Biography

Minfong Ho

Minfong Ho was born in Rangoon, Burma, and raised in both Singapore and Bangkok, Thailand. Her parents are of Chinese origin, so she spoke fluent Chinese in her home, Thai in the Marketplace of Bangkok and English in school. She was educated in Thailand and Taiwan, before moving to the United States to attend Cornell University in Ithaca, New York. There, she received her BA in Economics and History as well as her M.F.A. in Creative Writing.

While attending Cornell University, Ho began writing her first short story, in an attempt to combat strong feelings of homesickness. She recognized that many Americans had false notions about life in Asia and she set out to change this by writing based on her own experience there. Her first short story eventually evolved into her first novel, *Sing to the Dawn*, which received first prize from the Council of Interracial Books for Children. Ho’s later book *Hush! A Thai Lullaby*, *illustrated by Holly Meade* was named a Caldecott Honor Book, an ALA Notable Children’s Book and The Horn Fanfare Book.

Ho’s more recent children’s book, published by Orchard Books in 2003, is *The Stone Goddess*, one of the books in the First Person Fiction series. Ho gives a realistic, shocking interpretation that still remains appropriate for children. After spending three years in a Khamer Rouge labor camp, Nakri and her older brother are reunited with their family and escape to the refugee camps on the border of struggles memories of comforting past experiences.

Minfong Ho currently lives in Ithaca, New York with her husband John and children Danfung, MeiMei and Christopher.

Taken From:
http://www.scholastic.com/teachers/contributor/minfong-ho
Appendix 3

Lesson Plans
# Lesson Plan for Teaching Prose

**Subject**: Prose  
**Semester**: C/V  
**Time Allocation**: 3 x 50 minutes  
**Material**: Ho’s *Sing to the Dawn*

<table>
<thead>
<tr>
<th>Basic Competencies</th>
<th>Achievement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand what is character in literature and put forward their opinions concerning the character in the novel</td>
</tr>
<tr>
<td></td>
<td>The students are able to apply the theory of character in analysing Ho’s <em>Sing to the Dawn</em>.</td>
</tr>
<tr>
<td></td>
<td>The students are able to identify major and minor characters of Ho’s <em>Sing to the Dawn</em>.</td>
</tr>
<tr>
<td></td>
<td>The students are able to reveal the characteristics of the main character of Minfong Ho’s <em>Sing to the Dawn</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students make a group of five and try to identify the major and minor character, types of characters, and the characterization of some characters in the novels of Ho’s Sing to the Dawn that has been read before.</td>
</tr>
<tr>
<td></td>
<td>The students share their understanding of the topic being discussed in group</td>
</tr>
<tr>
<td></td>
<td>The students able to appreciate each other opinion in completing the result of the discussion</td>
</tr>
<tr>
<td></td>
<td>Each group presents their finding in front of the class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material</th>
<th>The material is taken from the novel of Ho’s <em>Sing to the Dawn</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Students’ competence is evaluated from oral presentation, and their written exercises, performance and test.</th>
</tr>
</thead>
</table>
SYLLABUS

Syllabus and Lesson Plan for Teaching Prose

<table>
<thead>
<tr>
<th>Lesson Unit Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KPE 245 PROSE</strong></td>
</tr>
<tr>
<td>(Short Story + Novel)</td>
</tr>
<tr>
<td><strong>English Language Education Study Program</strong></td>
</tr>
<tr>
<td>Revision 2</td>
</tr>
</tbody>
</table>

Credit : 2 credits  
School : Sanata Dharma University  
Subject : English  
Semester : V  
Meeting : 7  
Topic : Character in Literature  
Skill : Prose  
Time Allocation : 3 x 50 minutes class meeting  
Course Coordinator : Drs. Antonius Herujiyanto, M.A.,Ph.D

Grading Policy

<table>
<thead>
<tr>
<th>Assessment Aspect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Report</td>
<td>25%</td>
</tr>
<tr>
<td>Written Test</td>
<td>50%</td>
</tr>
<tr>
<td>Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

A. Description of the course:

**KPE 245 Prose (Short Story + Novel)** is aimed to develop students’ ability in understanding the elements of prose by reading and analysing World short stories and novels. In this course, the students will read at least five (5) short stories, one (1) novella as intermediary between the story and the novel, and two (2) novels. It is expected that the students will be able to analyse a character in literature, which include the major and minor character, types of characters, and the characterization in the novel.  
This course is compulsory and offered in semester IV. The prerequisite course for KPE 245 Prose is KPE 242 Introduction to Literature.
Goals of the course
On completing this course the students will be able to:
1. Comprehend the literary basics that include knowledge of literary elements (competence).
2. Understand literary criticisms and theories to analyse a literary work (competence).
3. Understand a meaningful connection between the authors, the readers, and the works under the study and what this connection means to them (conscience).
4. Show empathic understanding that each literary work is built on the different aspects of human condition, at different times, at different place (Compassion).

B. Competence Standard
On completing this course the students are able to understand the literary basic that include knowledge of literary elements.

C. Basic Competence
Understand what is character in literature and put forward their opinions concerning the character in the novel.

D. Indicator
At the end of lesson, the students are able to:
- Understand the character in the novel
- Identify the character in the novel
- Identify the message the authors want to convey through the character’s portrayal.

E. Indicator of the Competent Attainment
- The students are able to apply the theory of character in analysing Minfong Ho’s *Sing to the Dawn*.
- The students are able to identify major or minor characters of Minfong Ho’s *Sing to the Dawn*.
- The students are able to identify the types of characters
- The students are able to reveal the characteristics of the main character of Minfong Ho’s Sing to the Dawn.

F. Topic
Character in Literature
G. **Assessment Material**
Hand-out of character in the novel and Ho’s *Sing to the Dawn*

H. **Learning Strategies**
Small group discussion, Group presentation, asking and answering questions, and group assignments.

I. **Teaching Media**
Handout, Paper, novel, whiteboard, LCD projector, laptop.

J. **Assessment Steps**

**Notification:**
The student had been asked to read a novel of *Sing to the Dawn* two weeks before.

1. **Pre Activities (15’)**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Teacher</th>
<th>Students</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Greets the students</td>
<td>Respond to the teacher’s Greeting</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td>Repeat the previous Material</td>
<td>Respond to the teacher’s questions</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td>Introduces today’s the materials/topic</td>
<td>Asking question related to the topic</td>
<td>LCD Projector</td>
</tr>
</tbody>
</table>

2. **Primary Activities (115’)**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Teacher</th>
<th>Students</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>Distributes the hand-outs and gives a brief explanation about the character in literature</td>
<td>Read the handout</td>
<td>The Handout of character in literature</td>
</tr>
<tr>
<td>20’</td>
<td>Asking the students to read and to understand the character in literature</td>
<td>Read and explain their understanding of character in literature</td>
<td>paper</td>
</tr>
</tbody>
</table>
### 1. Pre-Activities (60’)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Teacher</th>
<th>Students</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>60’</td>
<td>Asks the students to identify the major and minor character, types of characters, and the characterization in the novel of Ho’s Sing to the Dawn, that has been read since two weeks before and discuss their findings in group.</td>
<td>Do the discussion</td>
<td>The questioning paper</td>
</tr>
</tbody>
</table>

### 2. Discussion Paper (15’)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Teacher</th>
<th>Students</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15’</td>
<td>Asks the first group to present the result of their discussion</td>
<td>First group present the result of their discussion and, Other students asking question</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Discussion Paper (10’)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Teacher</th>
<th>Students</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>Closes the presentation session of the topic they have discussed</td>
<td>Taking note</td>
<td>LCD projector</td>
</tr>
</tbody>
</table>

### 3. Post Activities (20’)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Teacher</th>
<th>Students</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15’</td>
<td>Asks the students to write a brief report of their reflection of the novel individually</td>
<td>Write a brief report of their reflection on the novel and submit it to the lecturer</td>
<td>Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Teacher</th>
<th>Students</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Closes the meeting and asks the next group to prepare for the next meeting presentation</td>
<td>Pay attention to the explanation</td>
<td></td>
</tr>
</tbody>
</table>
K. Evaluation

<table>
<thead>
<tr>
<th>Written Exercises</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation in Discussion</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability in delivering opinion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability in answering questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability in delivering the result of the discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability in answering questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Score/grade:

L. Score Range

7 x 5 = 45

Grading Policy

45 - 35 = A
35 - 25 = B
25 - 15 = C
15 - 10 = D
Appendix 4
An Example of Learning Material
A LEARNING MATERIAL

CHARACTER IN LITERATURE

I. Character

Character is an individual or a person in an narrative (usually a work of fiction or creative non-fiction). The act of presenting a character in writing is known as characterization. Characters are extremely important because they are the medium through which a reader interacts with a piece of literature. Every character has his or her own personality, which a creative author uses to assist in forming the plot of a story or creating a mood. The different attitudes, mannerisms, and even appearances of characters can greatly influence the other major elements in a literary work, such as theme, setting, and tone. With this understanding of the character, a reader can become more aware of other aspects of literature, such as symbolism, giving the reader a more complete understanding the work.

A. Major character

Main character is classified important and kept on performing that it feels dominating the whole story. The narration of this character is considered as the most important in a novel concern. He is the most narrated character, whether as the hero or the one who is affected by the action. Even in certain novels, a main character always present in every event and can be found in every page of the novel concern. Though his superiority values are not always the same, main character in a novel can be more than one.

B. Minor character

Minor characters add the key elements of the story that would make the story to have meaningful moments. The minor characters play the role of key that can unlock what is locked within the reveal the hidden excitements to the readers. The researcher s are unable to dispense those minor characters because they are driving force of the major characters and have important role of the play, for example, Tiresias from the play Oedipus Rex by Sophocles. Minor characters are
indispensable because they can be the driving force of the major characters throughout the story.

Many of the minor characters in the literatures and plays have important roles for the existence. The researchers put the minor characters because they are the elements that will make their works more valuable. The minor characters can be the ultimate driving force of the stories, and add intensity to the stories, which attracts the readers. Many people may think the major characters are the ones that give the morals of the works but researchers also use the minor characters to give the messages that they could not express through the major characters to the readers.

II. Types of characters

A. Protagonist (Hero)

Protagonist is the leading character in a work, often playing the role of the hero or heroine. It is the central figure with whom we usually sympathize or identify. The word “protagonist” comes from the Greek word protagonists, meaning “first combatant”, and referred to the leading character, aided by the chorus, in classical Greek tragedy. A developing change in character is often seen in a protagonist from the beginning of the word to the end. In comedy, a protagonist’s development also follows the plot, but instead is carried from chaos into order.

B. Antagonist (Villain)

The antagonist is the main opponent of the main character in a work of literature. In other words, it is the figure that opposes the protagonist and creates the conflict. The antagonist does not necessarily have to be a person. It could be death, the devil, an illness, or any challenge that prevents the main character from living “happily ever after.” In fact, the antagonist could be a character of virtue in a literary work where the protagonist represents evil.

C. Foil character
Foil character is the figure whose personality traits are the opposite of the main characters. This is a supporting character and usually made to shine the protagonist.

III. The way characters are portrayed
A. Round/Dynamic Character
   A round character is a major character in a work of fiction that encounters conflict and is changed by it. Round characters tend to be more fully developed and described than flat or static character dynamic, including descriptions of a character, the character’s dialogue, a character’s responses to the conflicts that arise in the plot, and a character’s thoughts. A character’s responses to conflict and his or her internal are also revelatory.
B. Flat/Static Character
   A flat character is a minor character in a work of fiction that does not undergo substantial change or growth in the course of a story. Also referred to as “two-dimensional characters” or “static characters”, flat characters play supporting role to the main character, which as a rule should be round. Though we do not generally strive to write flat characters, they are often necessary in a story, along with round characters. A flat character has no depth and no change; we only know one side or aspect of them.

IV. The way characters are revealed
A. What the narrator says about the character
B. What the other characters say about character
C. What the character says about himself or herself
D. What the character actually does

V. Methods of characterization
   Characterization is the way the author characterize the characters. Rohrberger and Wood Jr. (1971, p. 20) in Reading and Writing about Novel define characterization as the process by which an author creates character, it is
the device that she/he makes the reader to believe a character in the particular type of person she/he is. An author does this way to make a stereotype of someone existing in a real world situation comes real during the reading. According to Murphy (1972, p. 161 - 173), there are nine methods in which the reader can understand the character. They are:

A. Personal description
   The author describes the character through personal’s appearances like (face, skin, and eyes etc) and from the way, the person clothes which show his or her economical level. This method is very important because through this, the readers can have a better imagination because the character has an individual aspect.

B. Character as seen by others
   The author describes the character through the eyes and opinions of others. The readers can get the point by knowing the other characters tell what they see of and think about the character.

C. Speech
   The character can be recognized by knowing what the person says. Whenever in conversation with another or puts forward an opinion, he or she gives clue to his or her character.

D. Past life
   The character is described by letting the readers learn something about a person’s past life. The author gives us a clue to events that have helped to create a person’s character.

E. Conversation of others
   The author describes a person’s character through conversations with other people and the things they say about them. It can give us clues to know a person’s character through this method.

F. Reaction
   In this method, the author describes a person’s character by letting us know how she or he reacts to various situations and events. Reaction means the way that a person cries, laughs, or angry.
G. Direct comment of the author
The author describes or comments on a person’s character directly. In the way, the readers will understand easily the characteristics of a character in the story.

H. Thoughts
In this method, the author gives us direct knowledge by letting us know what a person is thinking about and tells us about different people’s thoughts.

I. Mannerism
In this method, the author describes a person’s mannerism, which means a person’s traits, habits or idiosyncrasies and ways of life in order to tell the readers something about his or her personality.
QUESTIONS

1. What is character?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

2. Who are the major and the minor character in the novel *Sing to the Dawn*?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

3. Do you think that the type of Kwai’s character is antagonist? Why?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

4. How are Dawan and Kwai portrayed in the novel?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

5. Can you describe your opinion about Dawan and Kwai characters?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
VI. References

http://fictionwriting.about.com/od/glossary/g/flatcharacters.htm
http://www.freeonlinereseachpapers.com/major-minor-characters
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