AMERICAN PROPAGANDA
IN JOHN STEINBECK’S THE MOON IS DOWN

A Thesis

Presented as Partial Fulfillment of the Requirements
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By
Francisca Niken Vitri Suprabandari
Student Number: 03 1214 103

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FRANCISCA NIKEN VITRI SUPRABANDARI

Student Number: 031214103

Approved by

Major Sponsor

Henny Herawati, S.Pd., M.Hum. August 13th, 2007

Co-Sponsor

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Student Number: 031214103

Defended before the Board of Examiners on 25 August 2007 and Declared Acceptable

Board Examiners

Chairperson: Ag. Hardi Prasetyo, S.Pd., M.A.
Secretary: Drs. P. G. Purba, M.Pd.
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Member: Drs. L. Bambang Hendarto Y., M.Hum.
Member: Dr. A. Herujiyanto, M.A.

Yogyakarta, 25 August 2007

Faculty of Teachers Training Education
Sanata Dharma University

Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.

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STATEMENTS OF WORK’S ORIGINALITY

I honestly declare that this thesis which I wrote does not contain the works or part of the works of other people, except those cited in the quotations and bibliography, as a scientific paper should.

Yogyakarta, 13 August 2007

The writer

Francisca Niken Vitri Suprabandari
“Anyone can be heroic from time to time, but a gentleman is something which you have to be all the time which is not easy”

(Luigi Pirandello)

“The past is a rich resource on which we can draw in order to make decisions for the future, but it does not dictate our choices. We should look back at the past and select what is good, and leave behind what is bad”

(Nelson Mandela)

I dedicated this thesis to everybody who always dedicates his life to serve and help others
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Niken
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ABSTRACT

Niken, Francisca. (2007) *American Propaganda in John Steinbeck’s The Moon is Down*. Yogyakarta: Faculty of Teachers Training and Education, Department of Language and Arts Education, English Education Study Program, Sanata Dharma University.

*The Moon is Down* by John Steinbeck describes people who live in a little town which is oppressed by the invaders. They have different ways in treating the invaders. Not like other people who really respect the invaders in order to save their life, although the townspeople are only common people, they are brave enough to resist against the invaders.

There are two main issues, which are used as a research factor in this thesis. The first issue concerns the life of the townspeople when they are oppressed by the invaders. The second one is American propaganda which is revealed in the novel. Hence, the research is aimed to reveal the influences of the invaders on the local society. Another aim is to find out how John Steinbeck uses *The Moon is Down* as an American Propaganda.

To achieve the aim of the study, library research is used to gather the data. There are two sources that are used in this thesis. The primary source is taken from the novel itself, *The Moon is Down*. The secondary sources are extracted from several books on literature and other sources from the internet. An approach was used to analyze this novel. The socio-historical approach was used in this study. This approach helped me to see the story of the novel based on the historical context. The use of theory of character and characterization and society are necessary. Theory of character and characterization was used to helps me to reveal the characters of the townspeople and the invaders in the novel. Theory of society was used to identify the influences of Nazi oppression on the local society by using the knowledge of how the members of society share patterns of behaviour. Theory of Propaganda was also needed to identify the techniques of propaganda which John Steinbeck used. I also used American values to help me in describing Americans’ attitudes and behaviours based on their values.

The results of this study show that the invaders give big influences to the local society in *The Moon is Down*. There are three major influences that I found after I analyzed this novel. The first influence concerns trust and loyalty of the townspeople. The second influence concerns rebellions of the townspeople against the tyranny. The third influence is that the local society becomes an independent community.

Then, I found three ways that John Steinbeck used to convey an American Propaganda in *The Moon is Down*. The first is by showing American values through townspeople characters. There are five American values which Steinbeck wants to promote. They are freedom, equality, individuality, patriotism, and straightforwardness. The second is by highlighting the negative deeds of Nazis. There are four deeds that show the negative image of the invaders. They are killing people, oppressing the people, terrorizing and disrupting the relationship among people. The third way is by entitling the book *The Moon is Down* which symbolizes the collapse of the reign of Nazi. There are five proofs in the story...
which show that the power of Nazi can not influence people anymore. The first is rejection of the local government to cooperate. The second is bad quality of Nazis as soldiers. The third is disobedience of the townspeople to the Nazis’ rules. The fourth is fear and frustration of the Nazi soldiers. The fifth is rebellions of the townspeople.

Finally, I would like to propose two suggestions to complete my thesis. One suggestion is for the next researcher(s) on The Moon is Down in coming years. Another suggestion is to implement The Moon is Down in teaching English, especially for teaching Extensive Reading I.
ABSTRAK


The Moon is Down karya John Steinbeck menceritakan tentang orang-orang yang tinggal di sebuah kota kecil yang dijajah. Mereka mempunyai cara yang berbeda dalam memperlakukan penjajah. Tidak seperti orang-orang pada umumnya yang sangat menghormati penjajah demi menyelamatkan hidup mereka. Walaupun penduduk setempat hanyalah orang biasa saja tetapi mereka berani melakukan pemberontakan melawan penjajah.


Akhirnya, saya menuliskan dua saran untuk menyempurnakan skripsi ini. Satu saran untuk peneliti novel The Moon is Down selanjutnya. Saran lain untuk penerapan novel The Moon is Down dalam pengajaran Bahasa Inggris, terutama untuk mengajar Extensive Reading I.
CHAPTER I
INTRODUCTION

This chapter contains background of the study, problem formulation, objectives of the study, benefits of the study, and definition of the terms. Background of the study contains the reason this study is conducted. Problem formulation contains two main questions which are later discussed in the analysis. Objectives of the study reveal the purposes of this study. Benefits of the study state to the significances of this study for the readers and me as a thesis writer. The last is definition of the terms which describes some important terms which are related to this study.

A. Background of the Study

In the era of World War II, there were many works of literature which revealed a theme about the aspect of war’s aftermaths. Maybe it was the most popular theme at that time. Many writers expressed their ideas and related them to some important historical events in various styles and ways of literary works during and after the World War II.

The civilians suffered the worst impact from the war. Those who won the war would get the colony. The colonizers could do everything they wanted. The main goal was taking over all of the aspects in the colony to gain profit as much as possible, for example by taking over the coal mine and organizing increased production and export of coal to meet their war financial spending. The civilians were forced to work for them.
Those who resisted the rules would be killed and those who obeyed the rules would suffer from starvation, because they should gave everything they had. They were forced to work to produce something for the war needs without being paid. The colonizers tried to dig every potential aspect in the colony without considering the civilians’ condition. Truthfully, the social condition at that time was so unfair and violated human rights as World War II was the most devastating war in human history. More people were killed in this war than in any wars. It was about 17 million people (Walter 34). Therefore, some responses from society, like criticisms, objections, and endorsements, arouse during World War II.

In Germany, the Nazi Party led by Adolf Hitler held the power. Moreover, Nazi defeated some powerful countries like France, Denmark, Belgium, and Austria at that time. Although his influence was definitely bad, Hitler had a great charisma that influenced so many people. Therefore, it is no wonder when many literary works that emerged at that time were inspired by “the impact of Nazi Colonialism”.

One of a literary works written during the Nazi Colonialism was The Moon Is Down (1942) by John Steinbeck. Steinbeck was determined to participate in the war by doing a patriotic work. The Moon Is Down (1942) reflects Steinbeck's impressions upon hearing the testimony of refugees from Nazi-occupied Europe. This novel describes the invasion of a small town by a powerful military country and the slow but steady rise of violent resistance by the local people.

Steinbeck wanted to convey that good people will not tolerate cruelty over time. The resistance will arise and destroy the enemy. He showed the persistence
of the human spirit against ruthlessness. In his article, *The Moon is Down: An American Classic Takes on New Meaning*, Kevin Healey says that here, Steinbeck seemed to advocate what we would now call terrorism. Towards the end of the novel, the conquered locals begin to organize resistance. However, being a literary master that he was, he also wanted to touch on universal themes beyond the specifics of World War II. As a result, the setting and national identities are anonymous.

Steinbeck’s *The Moon Is Down* is a novel about human relationships, the relationships between a small town and its invaders, the relationships between town officials and the townspeople or local people. It is a story that we can view from both sides. The main characters include both the townspeople and the officers of the occupying force, as stated by Harold Lasswell in this frequently quoted passage:

> the [Second] World War led to the discovery of propaganda by both the man in the street and the man in the study. The discovery was far more startling to the former than the latter, because the man in the study had predecessors who had laid firm foundations for his efforts to understand propaganda. The layman had previously lived in a world where there was no common name for the deliberate forming of attitudes by the manipulation of words (v).

It seems that during World War II American public did not want art but they wanted propaganda. Moreover, at that time the circumstances became very eventful since America decided to be involved in the Second World War. Both countries, Germany and United States, created vast promotions during the war. A great sense of nationalism was building up to keep their country on top. Due to the art of propaganda, most of the citizens from each country during World War II were acting participants. This could open the possibility that this literary work
was on the basis of influencing “American’s mind”. Although the first chapter merely describes what could happen when an invading army proclaims “mission accomplished” because of undemocratic and inhumane oppression, it can be considered a novel of war propaganda. The way John Steinbeck used the novel as American Propaganda aroused my curiosity to find further evidences.

B. Problem Formulation

I formulate two main problems as follow:

1. What are the influences of the Nazi invaders on the local society in John Steinbeck’s *The Moon is Down*?

2. How does John Steinbeck use *The Moon is Down* as an American Propaganda?

C. Objectives of the Study

The first objective is to reveal the influences of the invaders on the local society in John Steinbeck’s *The Moon is Down*. Thus, the analysis deals with the changes of society by describing the particular factors that urge the townspeople to behave in such a way. In this case, the factors are from the Nazi invaders’ behaviours.

The second objective is to find out how John Steinbeck uses *The Moon is Down* as an American Propaganda. The analysis will focus more on the characters especially from the major characters both the protagonist and the antagonist, by considering their attitudes, opinions, and struggle as the basis of the analysis.
Then, the observation is related to the real situation in Europe during World War II when the novel was written.

**D. Benefits of the Study**

This study may help the readers to understand the story in its historical context better. By having the historical knowledge in reading this novel, the readers can obtain the values from this novel, so it will become richer and meaningful. Through the characters’ experiences and struggle during the Nazi occupation, the readers can find not only the aesthetic values, but also the values of life.

This study also provides the readers, including the educator, especially English teachers and the learners, an insight to consider and treat a work of literature more meaningfully as a medium to bridge what we think about life and human beings with what others might think and imagine through their work of art. The value of this novel can also be used as a guidance to better understanding of socio-cultural aspect in our surrounding. Further, this study may also give contribution to other researchers who want to explore this novel.

This study also gives benefits to me as the thesis writer. This study gives me meaningful values of life and new knowledge about the social life of World War II. Therefore, the new knowledge helps me to have better understanding on this novel and better appreciation to the literary works. By reading this novel, I realize that a literary work is more than just a written interesting story. Each story in the novel has a deeper meaning which can teach us in facing our daily life, because a literary work is an imitation of human life.
F. Definition of Terms

Before going further in discussing the problem, I would like to clarify some important terms to avoid misunderstanding.

1. Propaganda

T.J Smith’s Propaganda states propaganda is the spreading of information or ideas, sometimes false or exaggerated, in a way. The purpose is to make others accept them. Propaganda is used to support and spread a particular opinion or point of view, engaging both the intellect and the emotions of the audience which varies in form and techniques. It can take the forms of leaflets, posters, TV broadcasts, radio broadcasts or a literary work. Therefore, American Propaganda is ideas, facts, or presumption spread deliberately by the United States government during World War II in order to degrade and deceive the opposing side, in this case, Germany.

2. Nazi

National Socialism, commonly called Nazism, was German political movement initiated in 1920 with the organization of the National Socialist German Workers' Party (Nationalsozialistische Deutsche Arbeiterpartei, or NSDAP). It was also called the Nazi Party. The movement culminated in the establishment of the Third Reich, the totalitarian German state led by the dictator Adolf Hitler from 1933 to 1945 (Polak 321). Nazi has modern political ideology that seeks to regenerate the social, economic, and cultural life of a country by basing it
on a heightened sense of national belonging or ethnic identity. Chris Rudiger’s *World War II and Propaganda* discusses the Fascism rejection to the liberal ideas. Fascism rejects liberal ideas such as freedom and individual rights, and often presses for the destruction of elections, legislatures, and other elements of democracy.

3. World War II

There were a lot of discussions in the United States during the early 1940s regarding an appropriate name for the war that began with the German invasion of Poland in 1939. On the September 11, 1945, the United States Government officially adopted the title “World War II” through a joint letter. The letter was approved by Harry S. Truman (Langsam 7). It was the European war (1939-1945) between Allies Powers, including the Great Britain, the United States, and the Soviet Union against the Axis Powers of Germany, Italy, and Japan.
CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter two covers all of the basic theories applied in analyzing the novel. There are three subtitles in this chapter: review of related theories, review on the historical background, and theoretical framework. Review of related theories contains critical approaches, character and characterization, society, propaganda, and American values. Review on the historical background covers the condition which refers the time when the story occurred. Theoretical framework describes the application of each theory.

A. Review of Related Theories

1. Critical Approaches

We need to choose an appropriate approach to explore literary work, so we can have better understanding and appreciation to the literary work. X.J. Kennedy and Dana Gioia propose nine approaches to analyze a literary work. They are the formalist approach, the biographical approach, the historical approach, the psychological approach, the mythological approach, the Marxist approach, the reader response approach, the gender approach, and the deconstructionist approach (1941).

The formalist approach is an approach which determines how such elements of a work (style, structure, tone, imagery, and etc) together with the text's content shape its effects upon readers. The biographical approach focuses on describing a literary work by using the insight which is provided by the
knowledge of the author's life. The socio-historical approach is an approach which seeks to understand a literary work by investigating the social, cultural, and intellectual context that produced it and the investigation includes the author’s biography and the social milieu. The psychological approach believes that great literature truthfully is the imitation of life and a realistic representation of human motivation and behaviours. The mythological approach is an approach which emphasizes on the old patterns which underlie most literary works. The Marxist approach is an approach which focuses on the economic and political elements of art, often emphasizing the ideological content of literature, because Marxist criticism often argues that all art is political. The reader response approach attempts to describe what happens in the reader's mind while interpreting a text. The gender approach is an approach which examines how sexual identity influences the creation and reception of literary works. The deconstructionist approach is an approach which rejects the traditional assumption that language can accurately represent reality.

2. Character and Characterization

The term of character may refer two meanings. It may indicate the individual who appears in the story and may refer to the description of attitude, interest, desires, emotion, and moral principle of individuals (Stanton 17). Therefore, the meaning of character can be both a person in the story or the characters’ characteristic.

Presenting a particular character can directly indicates to particular characterization he has. Holman and Harmon state that the characterization is the
creation of imaginary persons so that they exist for the reader as if the people in the real life (81). Through the dialogue, action, and commentary which we can get from some of interactions among the characters and circumstances, we can describe what the character’s traits are. In analyzing a character, we should try to determine the traits both major character(s) and minor character(s). The physical descriptions also should be considered in analyzing the characters. It means that we should always try to dig up the outside and the inside of the characters.

In addition, Abrams says that the method of characterization is divided into two parts. There are showing method and telling method. In showing method or dramatic method, the author presents the characters by their talking and acting, and then the reader can infer what motives and dispositions lay behind what they say and do. In telling method, the author becomes a kind of narrator to describe and evaluate the motives and dispositions qualities of the characters (21).

There are nine ways, according to M.J Murphy (161-171), in which the author presents his characters to make his characters understandable for the reader. First is personal description; the author describes the character by his physical appearance. The character can be thin, fat, handsome, or bad looking. The clothes can describe the character’s economical condition. The rich character can be shown by the good qualities of his clothes. Second is character as seen by another; the author describes the characters from the eyes and opinions of the other characters’ opinion. The third is speech; the author describes the character in the novel through what the character says in the novel. It includes how is the characters speak, whenever the character is in the conversation with another, and how the characters present an opinion. The fourth is past life; the author can also
describe the character by letting the readers know something about the past life of the characters. This way can be described by direct comment from the author, the character’s thought, the conversation among the characters, or through what other characters say. The fifth is *conversation of other*; the author can describe the character through his/her conversation with other character and the things they say about the character. The sixth is *reaction*; the author can describe the character by letting the reader know how he/she can react to various situations and events. The seventh is *direct comment*; the author describes the character directly. Therefore, the reader can recognize the characters’ traits directly. The eighth is *thought*; the author is can describe the character by letting the reader know what the character is thinking about. The ninth is *mannerism*; the author describes the character’s habits in his or her daily life.

3. Society

There are many definitions of what society is. A sociologist, James W Waner Zanden (34) defines society as “the network or web social relationships that exist among a plurality of individuals, constitutes more or less self sufficient unit for its members, and poscasses continuity through successive genepative.” It means that as long as the people or the groups of individuals still exist, the society will always exists. They live in a system of organized communities; a unique way of living.

Accordingly, society has its system and structure. Zaden (34) says that the system and structure of society are formed by individual group. There is also a possibility that society can inherit from one generation to another like the royal
family. A society tries to give a sufficient atmosphere for its plural members. Another sociologist, David Krench, proposes another idea about society. Krench (203) states that society is, “…an organized collectivity of interacting people whose activities become centered around a set of common goal who told to share common beliefs, attitudes, and modes of action.”

Based on this concept, the essence of society is a group of people that are organized by the rule inside them. It is an organization that shows independence. The society has the same goal, belief, and manner. To reach the common goal, the society has to have some rules. Thus, the society has the same idealism and rules, and we call the society rules as norm or laws. Rules manage how to live together. Living together in a certain society a person will find that he has relationship to his society.

Krench (486) states that the relationship of an individual to its society means

For better or worse, the individual is always and forever a member of groups. In so far we can tease out the separate influences of the individuals’ personality and the forces of the groups. We find that sometimes group membership inhibits man, constrict his creativity, and prevent self-fulfillment. But we also find that sometimes the individual can best express his individuality and can most fully develop his origin within the society by his “own” group.

Here, we can conclude that a person will always be a member of his society whatever he is and whenever he lives. Thus, a person that stays away from the society and lives a solitary life will be apart of the society. He is called as a solitary living person because he stays away from the society.
4. Propaganda

Propaganda is not an easy thing to define. According to Michael Balfour’s Propaganda in War, propaganda is false or misleading information that supports political matters. Of course, propaganda is used when there are controversial circumstances. Therefore, propaganda can play a huge part in a war. It can be an effective tool to persuade the public to help in war. In this case, the main goal of propaganda is manipulation of public opinion. It usually creates the hatred against the opposing sides. The technique is to create a false view in the public mind by degrading the enemy. Anthony Rhodes’s Propaganda, The Art Of Persuasion states propaganda can be done by using certain words by saying that the enemy is responsible for certain things he never did. The logic is if people believe something false, they will constantly be doubtful with their first impression. Then, if the wrong image, which is more pleasant, already dominates the people’s mind, it will destroy their first impression that they got.

Allan M. Winkler’s The Politics of Propaganda discusses nine techniques of propaganda. First is Appeal to Fear; the purpose is to grow up fear in people mind, for example, by making a film which shows cruelty of the enemy. Second is Appeal to authority; this technique usually picks up the ideas of one figure which people know as a wise person. The purpose is to support position idea, argument, or action. Third is Bandwagon; this techniques attempts to persuade the target audience to take a course of action which all the people join it. The logic is when more people join the action, more chances win the battle. This technique reinforces people's natural desire to be on the winning side. The fourth is Obtain disapproval; this technique is used to stimulate the target to ridicule an action or
idea which is proposed by the opposing side. The fifth is *Glittering generalities*; this technique uses words which glorify the highly valued concepts and beliefs without supporting information and reason. They appeal to such emotions as love of country, home; desire for peace, freedom, glory, honour, etc. The sixth is *Rationalization*; this technique uses generalities which make people eager to rationalize questionable acts or beliefs. Therefore, if people are pleased with the rationalization, they tend to justify such action or belief. The seventh is *Intentional vagueness*; this technique uses words which are deliberately not clear so that the audience may have its own interpretations. The eight is *Transfer*; this is a technique which focuses on positive or negative qualities (praise or blame) of a person, object, or value (an individual, group, organization, nation, patriotism, etc.) in order to make the second more acceptable. The ninth is *Labelling*; it is a technique of arising prejudices in people’s mind or consciousness by labelling the object of the propaganda as something that the people fear, hate, or loathe. The last is *Virtue words*; it is a technique of using words in the value system which tend to produce a positive image when attached to a person or issue. Peace, happiness, security, wise leadership or freedom are virtue words.

5. American Values

Willett M. Kempton’s *Environmental Values in American Culture* states that values are about how we have learnt to think things ought to be or people ought to behave, especially in terms of qualities. The United States society is made up of a diversity of ethnic groups and cultures that shape American values.
Some individuals and groups respect the values which arise in the United States society, although the values are quite different from their groups.

People's attitudes and behavior are based on their values. Marian Beane’s *An Adventure in American Culture and Values* discusses five major American values. The first is *individuality*. U.S. Americans are encouraged at an early age to be independent and to develop their own goals in life. They are encouraged not to depend (too much) on others including their friends, teachers and parents. They believed that their goals are achieved when they try harder to reach it. The second is *equality*. Although they believe their destiny is in their own hands and that hard work will be rewarded, they also believe that society should level the playing field so that everyone has an equal chance to get ahead. Americans uphold the ideology that everyone is created equal and has the same rights. This includes women as well as men of all ethnic and cultural groups living in the United States. Therefore, many laws protect the right of equality in various forms to protect citizens from authorities.

The third is *achievement and hard work*. The foreign visitor is often impressed at how achievement oriented Americans are and how hard they both work and play. A competitive spirit is often the motivating factor to work harder. Americans often compete with themselves as well as others. They feel good when they beat their own record in an athletic event or other types of competition. Americans seem to always must be do something useful. They think that sitting quietly doing nothing seems like a waste of time. The fourth is *straightforwardness*. Americans try to work out their differences face-to-face and without a mediator. They are encouraged to speak up and give their opinions.
Students are often invited to challenge or disagree with certain points in the lecture. The last is looking to the future and to change. In the United States children are often asked what they want to be when they grow up. In college students are asked what they will do when they graduate. Even a professor is often asked what they will do when they retire. Change is often equated with progress and holding on to traditions seems to imply old and outdated ways.

In American Values and Beliefs and the New World Order James M. McCormick states that American values are at the heart of America's historic rise to world leadership. He opines that respect for hard work, sacrifice, civility, loyalty, wisdom, patriotism, love of family, respect for life, education and love of freedom are they key components which led The United States of America to be a great country.

In What is the Basis of American Culture? M. Gene Aldridge states that Americans are very keen to support liberty. Liberty is the freedom from tyranny or arbitrary government or any other rule of law that is not grounded in self-government. Using John Locke’s own words, "The natural liberty of man is to be free from any superior power on earth…The liberty of man in society is to be under no other legislative power but that established by consent…" (40).

B. Review on the Historical Background

It is necessary here to review the historical background of The Moon is Down in order to understand the story in its historical context better. This part contains the United States in 1930s and 1940’s, Europe in the 1930s and 1940s, the Allies, and Nazi.
1. The United States in the 1930s and 1940s

Most Americans of the 1930s were afraid if the United States involved in the European conflict. Therefore, most Americans were pleased with the policy of the United States isolationism. In *Politics and American Culture During World War II*, John Morton says that most citizens especially those who remembered World War I, thought that it was not a good decision to be involved in a war because it would spend a lot of money. Most of them believed that America’s recourses were better used to rebuild the country because of the aftermath World War I. The United States government said that no state had the right to intervene in the affairs of another. Therefore, in 1935 and 1936, the Congress made a group of neutrality acts to keep the United States out of Europe’s troubles, for example, by prohibiting selling and loaning arms to nations at war.

However, the conflicts were worse and spread abroad. The United States government recognized that sooner or later America would become involved. Therefore, most Americans were doubtful with the neutral position. In September 1939 Roosevelt called the Congress into special session to revise the neutrality acts. The decision of the Congress broke the neutral agreement by allowing Britain and France to buy American arms. Meanwhile, the war was very terrified in Europe for the Allies. In June 1940 the United States started supplying Britain with all aids of war to help the British defend themselves against Germany (Langsam 32).

In 1941 Roosevelt and British Prime Minister Winston Churchill announced the Atlantic Charter, which set the Allied goals for World War II. The two nations pledged to respect “the right of all peoples to choose the form of
government under which they will live” and promised a free world without war “after the final destruction of Nazi tyranny” (Dupuy 4).

In 1941 the conflict worsened. On December 7, 1941, Japan attacked the United States naval base at Pearl Harbour in Hawaii. The next day, Japan attacked the main American naval base in the Philippines. In response, the United States declared war against Japan, not Germany. However, Hitler acted first and declared war against the United States. Finally, the United States decided to fight the Axis powers and became an ally of Britain and France (Microsoft Encarta Inc. 2003).

Even before the Pearl Harbour attack, the United States government had begun to mobilize American for war. According to Richard Polenberg’s War and Society: The United States, 1941-1945, the United States government already began a propaganda campaign to convince the American public that the war was necessary. Efforts were made to convince the public about the aftermaths if the Axis powers could defeat them. After the attack, the United States focused its attention on the war effort because the public now clearly understood the enemy threat. The propaganda caused an increasing production for the equipments of war.

Then, the United States government established The War Production board and the War Manpower Commission which were responsible for the war materials matters. The War Production Board distributed manufacturing contracts and as a bridge between manufacturing of civilian and government goods, and the War Manpower Commission supervised war industrial, agriculture, and the military (Microsoft Encarta Inc. 2003). Industrial quickly shifted to war needs, automakers
began to produce tanks and planes, and the United States became the world’s largest weapons manufacturer. Most Americans were urged to help to produce the war materials such as gasoline and to donate aids in increasing production power. According to Richard Polenberg’s *War and Society: The United States, 1941-1945*, for all Americans, war changed the quality of life. World War II inspired hard work, cooperation, and patriotism.

Here, propaganda played an important during World War II. Propaganda helped to increase the tension of the war faster. It also played a crucial role in increasing production nationally and helping the war effort. Seven million leaflets were dropped by United States planes every week during World War II. Chris Rudiger’s *World War II and Propaganda* states the United States government had their own reason for dropping leaflets. Some leaflets were dropped on the enemy troops in order to attempt to weaken the moral of the troops; some leaflets were used to warn the enemy that there was a powerful country against them; others were dropped over the enemy territories to report news of Allies battle victories in order to insert fear into the enemy.

The United States wanted to end the war with an unconditional surrender of Japan. These factors encouraged the United States to use the atomic bomb. In late 1941, the United States established a secret program, which became popular as the Manhattan Project. It was a project of developing an atomic bomb, a powerful explosive nuclear weapon (Microsoft Encarta Inc. 2003).

On August 6, 1945, the United States dropped an atomic bomb on Hiroshima. In minutes, half of the city vanished. The United States government estimates 60,000 to 70,000 people were killed or missed as a result of the bomb.
Deadly radiation reached over 100,000 people. On August 8, the USSR declared war against Japan. On August 9, the United States dropped an even more powerful bomb on Nagasaki. The United States government estimates 40,000 people were killed or never found as a result of the second bomb. On September 2, the Japanese government, which had seemed ready to fight to the death, surrendered unconditionally (Langsam 147).

2. Europe in the 1930’s and 1940’s

The ruin of World War I was the roots of World War II. It is because the aftermaths World War I still left anger and suffering. After World War I, the Treaty of Versailles forced Germany to do large reparations. The reparations and wartime destruction caused several serious economic problems in post war Germany. Not only German but also other European nations struggle because of the bad impacts of war like debts, hunger, homelessness, and fear of economic collapse (Polak 302). In World War II civilians got the worst aftermaths. Civilian populations not only contributed to the war effort but also became direct targets of the attack. Moreover, in 1941 the Nazi regime accelerated the destroying of the Slavs, the Jews, and anyone who did not fall under criteria of the perfect race, the Aryan race (blonde hair, blue eyes, etc.).

Actually the European war was a war between the Germans and the Allied coalition. Therefore, the war in Europe became a kind of three-way struggle among the forces of democracy, Nazism, and Communism. The United States and British leaders agreed that Germany was the most dangerous enemy. They
therefore decided that Hitler had to be defeated before the Allies was turned against Japan (Dupuy 29).

The German conquest of Poland in September 1939 was the first attack. Therefore, on September 3, England and France had declared war against Germany (Dupuy 18). While Russia was fighting against Finland, Nazi continued along the border between France and Germany. The victims this time were to be Norway and Denmark. Norwegians were surprised and unprepared when Nazi Germany with its superior military attacked on 9 April 1940. The government believed that Norway would be able to stay out of the Second World War because Norway was the country that maintained its neutrality in World War I. Hitler had three reasons for wanting to control Norway. First, most of the iron that Germany used came from northern Sweden. Hitler was afraid that the British navy might interfere with the shipments along the coast of Norway. Second, Hitler wanted to control Norway so that he could break the British naval. The last, Germany would have good air bases for long range air attacks and observation flights over England and Scotland (Dupuy 26).

Tor Dagre’s *Norway and World War II* discusses the occupation in Norway by Germany. A huge fleet departed from German ports with troops and equipments. The entire German navies such as six army divisions and a large air force contingent took part in the attack. The first targets were eight Norwegian towns and cities along the country's coast. The Norwegian defense was tiny by comparison. Most of the navy had already been mobilized, but it was organized to guard the country's neutrality.
After the German troops conquered all Allied resistance on Norway, the Germans started reorganizing Norwegian society to be involved on German war machine so that they could contribute to the progress of Germany military needs. All Norwegians were shocked and confused. However, Norwegians determined to resist Germany. The Nazis society was countered at every turn, especially in the Church and the schools. Underground military groups were established with civilian resistance. The groups were useful in reporting the movements of German vessels and the transport of troops and equipment (Dupuy 27).

According to Tor Dagre’s *Norway and World War II*, in 1940 the first Norwegians were sentenced to death in German courts of war. Starting from 1942, more and more Norwegians were shot. At the same time thousand of Norwegians were jailed in Norway or sent to concentration camps in Germany, Poland and France. The Germans arrested a huge number of Norwegians. Teachers, officers and students were collectively arrested, and many were captured for their resistance to the occupation and for anti-Nazi activities.

Aside from the political and military oppression, daily life of Norwegians was marked mostly by the lack of food and other supplies during the occupation years. With its low degree of self-sufficiency in food production, Norway had relied for years on imports (Microsoft Encarta Inc. 2003).

Tor Dagre’s *Norway and World War II* states that after the war Norwegians were initiated against those who had betrayed their country. About 46,000 persons were punished for treason. Among these, 18,000 were sentenced to prison terms, 28,000 were fined and deprived of their rights as citizens. A total
of 45 Norwegians and Germans received death sentences, 37 of the executions were carried out.

In *Propaganda, The Art Of Persuasion*, Anthony Rhodes says that the propaganda aspects of World War II were similar to those of World War I, except that the war was greater in scope. Radio played a major role, and propaganda activities overseas were more intense. Propagandists manipulate the people into believing that without going to war and doing everything possible their worst fear would come to life.

3. The Allies

On January 1, 1942, the United States, the United Kingdom, the USSR, and 23 other countries signed the Declaration proposed by United Nations in which they promised not to make a separate peace. The United Nations became the official name for the anti-Axis coalition, but the term used more often was the Allies, taken over from World War I. The war was fought on three continents: Europe, Asia, and Africa. The war was Germany, Italy, and Japan against the allied forces led by Great Britain, France, and the United States (Microsoft Encarta Inc. 2003).

At wartime conferences, Allied leaders looked ahead to the war’s end. According to John Morton in *Politics and American Culture During World War II*, in January 1943, for instance, Britain and the United States met at Casablanca, Morocco, and agreed not to lay down arms until certain conditions were met. It means that Germany, Italy, and Japan had to surrender unconditionally, give up all conquered territory, and renounce the ideologies that arouse aggression. At the
next meetings, the Allied leaders repeated this commitment and also considered post war occupation plans and divisions of territory. However, the Western powers and the USSR did not trust one another and disagreed on the post war future of nations on the Soviet border.

Allied propaganda efforts were aimed at separating the peoples of the Axis nations from their governments, which were just blamed for the war. Radio broadcasts and leaflets dropped from the air carried Allied propaganda to the enemy. The official United States propaganda agencies during World War II were the Office of War Information (OWI). OWI was responsible for the spreading of information at home and abroad, and the Office of Strategic Service (OSS) managed on conducting psychological warfare against the enemy (Microsoft Encarta Inc. 2003)

4. Nazi

At the end of World War I a German delegation signed the peace treaty in the Hall of Mirrors in the Palace of Versailles on 28 June 1919. They left the ceremony with heavy hearts and with bitterness. It is because Germany had been forced to accept the decision of treaty without discussion, with full responsibility of war, giving up their colonies and some land Europe, reducing the armed forces and paying reparations with unspecific amount of money to repair war damage (Polak 303)

However, by 1934, Hitler was firmly in power and the German people were enthusiastic in their support of his policy. Hitler believed that Aryans were a master race destined to take control of world. “The German are a super race
destined to rule the world!” was typical slogan produced by Goebbels, Hitler right hand. Hitler hates the Jews because he believed the Jews were responsible for what they regarded as the degeneracy of modern society. Goebbels promoted the views that all of Germany should be Aryan (blonde hair, blue eyes, etc.) and this lead the Nazi party destroyed Jews, people with abnormalities, their enemies, and anyone who did not fall under the criteria of the perfect race, the Aryan race. The results were the persecution and murder of six million Jews and millions of other victims of Nazi tyranny from 1933 to 1945 (Dupuy 44). Jews were not the only victims of the Nazis during World War II. The Nazis also imprisoned and killed people who opposed their regime on grounds of ideology; Roma (Gypsies); Germans who were mentally impaired or physically disabled (Microsoft ® Encarta ® Reference Library 2005).

Global depression in the 1930s helped bring the Nazis to power. In 1932, with six million Germans out of work, the Nazis won more votes than any other party. In 1933 Hitler became the German Prime Minister (Dupuy 44). Germany soon revealed its expansionist goals. In 1933 Hitler began to build up the German military and it is violation of the Treaty of Versailles. The same year, Hitler and Mussolini signed an alliance, the Rome-Berlin Axis Pact. In 1940 the alliance was extended to include Japan. The three nations became the Axis Powers that are, Germany, Italy, and Japan (Polak 307). The first attack was in Poland. For four days there was bitter fighting just inside the frontiers of Poland. The defenders fought bravely, but they were severely handicapped. Through their spies and by close observation, the Germans discovered the location of the headquarters and bombed it intensively (Dupuy 13)
The Nazis believed in propaganda as a vital tool in achieving their goals. According to Tor Dagre in *Norway and World War II*, in Norway, the Germans had tried to frighten the Norwegian people into submission. The German ambassador had invited the leader of Norwegian citizens to watch moving picture of the destroying German ground and air attacks against the armies and cities of Poland. The German hoped these would do the trick, but in case the Norwegian did try to resist

Rhodes Richard’s *The Making of the Atomic Bomb* states during World War II the Nazis faced a serious problem. They had just accepted a great depression and had a destructive war on their hands. The problem was that they had to communicate with the nation to convince them that they would be able to win the war. Germany was impressed by the power of Allied propaganda during World War I and believed that it had been a primary cause of the collapse of morale and revolts in Germany. The Nazi leaders used every aspect of propaganda to get military support from the Germanic Nation. Based on Robert Edwin Herztein’s *The War That Hitler Won*, most propaganda in Germany was produced by the Ministry for Public Enlightenment and Propaganda. Joseph Goebbels was placed in charge of this ministry. All journalists, writers, and artists were required to register to one of the Ministry's subordinate chambers for the press, fine arts, music, theatre, film, literature, or radio.

German propagandists played on anti-British sentiment which represented the war as a struggle against communism. German agents also gave their support to movements in the United States that supported isolationism. German propaganda efforts proved ineffective, especially after the Japanese attack on
Pearl Harbour. The evidence of German aggression was too clear, and American sympathies were increasingly on the side of the United Kingdom (Microsoft Encarta Inc.2003)

**C. Theoretical Framework**

In this part I will explain the contributions of all the theories above to this study. The first question discusses the influences of the invaders on the local society in the John Steinbeck’s *The Moon is Down*. To know the influences of Nazi invaders, I should know the condition of the society before the invaders come. It is important because the changes of the society patterns will be shown clearly by comparing the condition before and after the invaders come. Therefore, theory of society is needed to identify the condition of the society before the invaders come by using the knowledge of how the members of society share patterns of behaviours. Theory society also helps me to show the influences of the Nazi invaders by giving the basic information that if there is a group of invaders try to enter a society, the behaviours of the members’ society will change.

In answering the first question, I should also know the behaviours of all the characters, both the townspeople and the invaders. Therefore, theory of character and characterization is used to identify each character in the novel by using the knowledge of how to describe the characters which is proposed by M.J Murphy.

The second question analyzed how John Steinbeck uses *The Moon is Down* as American Propaganda. First, I should know the way John Steinbeck
used *The Moon is Down* as American propaganda. Therefore, theory of propaganda and American values are necessary. Theory of Propaganda is used to identify the techniques of propaganda which John Steinbeck used. Through the theory of propaganda I will analyze John Steinbeck’s ways of conveying American propaganda. While American values are used to help me in describing the Americans people’ attitudes and behaviours based on their values.

Second, I should know the condition of the Second World War which was characterized by enormous war propaganda not only by Nazi but also by other European states and America. A review on the socio-historical background of the United States, Europe, the Allies, and Nazi during World War II is needed to serve as a background on historical facts, such as the aftermaths’ condition and policies that are considerable with the analysis. Through review on the socio-historical background of the United States, Europe, the Allies, and Nazi during World War II, war propaganda was certainly an important issue of influencing people’s minds in all countries involved at the war during the 1930s and 1940s.

Theory of character and characterization is also used in analyzing the second problem because the second problem mostly focuses on the character especially from the major characters both protagonist and antagonist, by considering their attitudes, opinions, and struggle as the basic of the analysis.

Finally, theory of critical approaches provides some possible approaches which help me to take decision which the most suitable approach is. In this context, I choose the socio-historical approach through theory of critical approaches to find the deeper meaning of this literary work. The socio-historical approach helps me to see the story of the novel based on the historical context.
CHAPTER III
METHODOLOGY

This chapter consists of three parts. They are subject matter, approach of the study, and method of the study. Subject matter covers the brief description of the novel. Approach of the study describes the approach employed in the analysis and the reason why the approach was used. Method of the study explains the steps in analyzing the novel.

A. Subject Matter

In this study, The Moon is Down is the subject matter. It is a novel by John Steinbeck, an American author. It was written in 1942 during World War II when Steinbeck worked as a reporter. The publisher of this novel was the Viking Press and it was released at the same year. It is a short novel of 188 pages and divided into eight chapters. The Moon is Down received many reviews upon its publication during the war in 1942 due to John Steinbeck's incredible popularity at the time. The Moon is Down was one of the American Best Selling novels at that time. It was also made into movie and theatrical adaptations in 1943. It is because Steinbeck tells his story with simplicity, force, dignity, and even beauty (Wikipedia.org).

The story details a military occupation of a small town in Northern Europe by the army of an unnamed nation at war with England and Russia. It is very transparent reference to the occupation of Norway by the Germans during World War II. Interestingly, a French language translation of the book was published

**B. Approach of the study**

This study is aimed to analyze John Steinbeck’s *The Moon is Down* which deals with a period of defeat, occupation, ruthless brutality, moral compromise, and near total control under German occupation during the World War II. Therefore, I used the socio-historical approach which investigates the social, culture context that produced the culture itself. Moreover, the socio-historical approach often seeks to understand the impact of a work in its day.

I consider taking the historical approach because it relates to the problem formulation. I have to know the situation during the World War II. Therefore, I believe that John Steinbeck brought American propaganda through *The Moon is Down*, and according to some references state that John Steinbeck was the type of author who liked to know his material firsthand. He was not content to narrate a story which had no basis in fact. *The Moon is Down* is one of his masterpiece which based on the situation at that time, situation where Nazi was in charge in the World War II. Moreover, John Steinbeck wrote this novel when he worked as a reporter and he usually wrote based on what he knew from the firsthand experience and inserted propaganda into his novel.

**C. Method of the Study**

In this study, the library research method was used. The data were collected from some references. There were some steps in conducting this study.
First, I selected the literary works which want to be analyzed. After collecting some novels and got some reviews of them, I decided John Steinbeck’s *The Moon is Down* as the primary source in my study.

The second step that I had to do was reading and understanding the content of *The Moon is Down* so that the story would be comprehended as well as the details about the setting, the characters and some important events in the novel which were essential in the process of writing this study. By highlighting some important points that could support this study, I could get clear message from the story.

After I got the clear message from the story, the next step was reading the important points which later lead me to conclude the implicit message from the story. By comprehending the implicit message from the story, I could decide the best topic of this study. I decided the topic about American propaganda that is depicted through the story.

After deciding the topic from the story, the fourth step was collecting some references from the internet which were related to the criticism of the novel itself. The secondary data were taken from various sources, among others are: *A Glossary of Literary Terms; Aspect of the Novel and Related Writings, A handbook of Critical Approaches, The teaching of Literature with Special References to Developing Countries; Understanding Unseens: An Introduction to English Poetry and the English Novel for Overseas Students; Reading and Writing about Literature; An Introduction to Fiction*.

The next step was making the problems formulation. The problems formulation should be related to the topic that I made. Then, two problems
formulation were formulated. The first is about the influences of the invaders on the local people society in John Steinbeck’s *The Moon is Down*. The second is about how John Steinbeck used *The Moon is Down* as American propaganda. I focused on the socio-historical background that happened during the World War II. It became essential points because by knowing the condition at that time I could analyze about American propaganda.

The sixth step was analyzing and interpreting the collected data. I faced some problems during the process of exploring the novel. I should choose the appropriate references or data which really supporting the study. After I got the right references then, I drew some conclusions from the collected data.
CHAPTER IV
ANALYSIS

This chapter is divided into two subchapters. Firstly, it analyzes the influences of the Nazi invaders on local society in John Steinbeck’s *The Moon is Down*. This part contains three parts. The first part is about trust and loyalty of the townspeople. The second part is about rebellion of the townspeople against the tyranny. Then, the last part is about independent community. Secondly, it describes American Propaganda which is inserted in the novel. This part concerns the John Steinbeck’s ways of conveying American Propaganda through *The Moon is Down*.

A. The Influences of the Invaders on the Local Society

A society, certainly, has members who have the same common beliefs, attitudes, and modes of action. However, those similarities can change because of some particular factors. The factors can be from inside and outside. The inside factors are from their own society itself. It can happen because there are many social values in society which sometimes block the creativity of the individuals. However, it is found that sometimes the individual can best express their creativity and develop well their personality within the society by his group (Krench, 486).

One of the outside factors which can influence the individuals’ behaviours is the force of other groups which want to control their group. Each individual has his own response toward it. It depends on the behaviours of the group which
represses them. In this novel, the Nazi invaders give influences to the society of the townspeople. Every local people give different reactions and it has an effect on their behaviour and ways of living.

Therefore, to show that there are some changes on the society of the townspeople in John Steinbeck’s The Moon is Down because of the behaviours of the Nazi invaders, there are three things to discuss. The first concerns trust and loyalty of the townspeople. It describes how the arrival of the invaders makes the townspeople do not trust their leader anymore. The second is rebellion of the townspeople against the tyranny. It describes how the townspeople, who formerly do not know about war, rebel against the invaders. The third is independent community. It describes the changes of the local people, who formerly depend on the leading of Mayor Orden, become an independent community.

1. Trust and Loyalty of the Townspeople

Society will always exist, as long as the people or the groups of individuals still exist. They live in a system of organized communities called social way of living. The novel starts with the description of a small town where the citizens live peacefully. There is no violent among them. They care, love, trust to each other. “…the people are confused now. They lived at peace so long that they do not quite believe in war...” (26). It is a small town which has small population of citizens. Therefore, every citizen knows well to each other.

Before the invaders come, the townspeople make the system of their government by their own. Zanden says that there is a possibility that the social way of living which is formed by individual can inherit from one generation to
another like the royal family (65). In the novel the townspeople choose one of the citizens who later become a leader by their own way. There are no written rules about the procedure how to choose the leader and the requirements of a leader. "…He had been Mayor so long that he was the Idea-Mayor in the town. Even grown people when they saw the word “Mayor” printed or written, saw Mayor Orden in their minds. He and his office were one. It had given it warmth” (21). This rule inherits from one generation to another. Therefore, there is no limited time how long the leader will govern their town. If they still trust the leader and their leader does the duties with his office well, the townspeople will continually elect him. It means no other candidates, except Mayor Orden.

The townspeople tend to trust only to one leader. It is because they believe that Mayor Orden can give them a better life. Moreover, Mayor Orden already does his job well as local government. Therefore, whatever the commands of Mayor Orden are, they believe that it is for the community needs. They do not understand about rebellions exactly, because they are satisfied enough as ordinary people. They just do what they suppose to do and are never brave to do against the law. However, they still have principles life about what right is and what wrong is. They hold firm their own principles to manage how to live together. It means that although they really believe on the abilities of Mayor Orden in leading the townspeople, they will not just keep silent if Mayor Orden has done the wrong things which are forbidden by the norms. Therefore, Mayor Orden never betrays the trust of the townspeople.

Sir, I am of this people, and yet I don’t know what they will do. Perhaps you know. Or maybe it would be different from anything you know or we know. Some people accept appointed leaders and obey them. But my
people have elected me. They made me and they can unmake me. Perhaps they will if they think I have gone over to you…. (36).

After the invaders come to their country, all the local people are so confused with the condition. They are shocked when they realize that there are betrayers among the community. Moreover, the townspeople know that Mr. Correl is a betrayer. He is the person who prepares all the things for the Nazi invaders’ arrival. Mr. Correl is the popular storekeeper in the town. His store holds an important economic role in the town. People know him as person who contributes much in the town. People usually buy their daily needs and chat with others in his store. “George Correll? Why, that seems impossible! He’s done a lot for this town. Why, he even gave prizes for the shooting-match in the hills in the morning” (20). Therefore, the townspeople become suspicious to each other. It is because they are afraid if one of their friends or family is actually a betrayer who can treat them as the invaders treat the townspeople.

Formerly, the townspeople think that it seems impossible if there are betrayers arise among the local society. It is because the townspeople assume that their solidarity is strong enough. The townspeople’ suspicion shows that the invaders can influence some peoples who have strong relationship within the community to cooperate with them. Some of the townspeople can be persuaded to help the invaders and many of them think that it is the right choice of their life. It means that the invaders can change the people beliefs, attitudes, and action.

The condition is worse when Alex Morden one of the townspeople kills one of the soldiers. The townspeople hear that the invaders really plan to kill Alex in Mayor Orden’s house. There is an issue which spreads quickly in the town. The news says that Mayor Orden is the person who will decide the death of Alex.
“…They say you will sentence him. It will be your words that send him out” (80). It makes the people do not quite trust the Mayor anymore. People think that Mayor Orden is one of the Nazi invaders or a traitor. “…the people said you would, for the sake of order” (81). Whereas, the invaders order Mayor Orden so that Mayor Orden’s house become a place where they can do their main activities. Mayor Orden understands that his people will not like it, but he can not do anything.

Before the invaders come, for many years the townspeople tend to trust only to one leader. They believe that Mayor Orden can give them a better life and Mayor Orden is the person who they choose without any other candidates. People really believe that Mayor Orden can lead them become a good citizen so that they can live together peaceful. The situation suddenly shifts drastically when there is a gossip that Mayor Orden is involved in killing Alex. They believe more in what the news says than their trust that they already hold for many years. “The people don’t quit trust me and neither does the enemy. I wonder whether this is a good thing” (78). However, it is what the invaders want. They plan on disrupting the townspeople. The townspeople’s distrust to Mayor Orden is one of the indicators which shows that the oppression of the invaders give much influence to the society.

2. Rebellion of the Townspeople Against the Tyranny

Accordingly, society has its system and structure. Zaden (34) says that the system and structure of society are formed by individual group. A society tries to give a sufficient atmosphere for its plural members. Of course, the society has the
same goals. To reach the goals, the society has to have some rules. Thus, the society has the same idealism and rules which is called norm or laws. Rules manage how to live together. Living together in a certain society a person will find that he has correlation to his society (Krench, 203). Therefore, if there are others groups try to enter their society and force its idealism to the people in that society, there must be resistance among the community.

In this novel the townspeople have idealism that they are free men. Nobody has right to force them to do something. They are live in peacefully because they respect to each other. Then, the invaders come to their country and want to take what the townspeople have in their place. The invaders force the townspeople to work hard for the invaders’ war needs. It shows that the Nazi invaders already violate the townspeople’s idealism about free men. Therefore, there is resistance among the local community against the Nazi invaders.

However, the townspeople are not directly rebel against the Nazi invaders. There is a process until they can resist against the Nazi invaders. It is shown in the first opening line which gives the impression of desperation and fear of the townspeople. “By ten-forty-five it was all over. The town was occupied, the defenders defeated, and the war finish” (1). When the first time Nazi invaders come, all the people are afraid. Even, the government who has authority can not do anything. The police and the postman just keep silent when they are looking at the boat loaded with soldiers. They know that it is dangerous if they still do their duties when the country is already conquered. They are afraid of being killed like the twelve local troops.

The postman and the policeman were several miles at sea when they saw the small, dark transport, loaded with soldiers, go quietly past them. As
officials of the town this is was definitely their business, and these two put about, but of course the battalion in possession. The police and the postman could not even get into their own office in Town Hall, and when they insisted on their rights were taken prisoner of war and locked up in town jail (11).

The local government realizes that the enemy is far more powerful than them. The numbers of the invaders are more than when they conquer the town. The invaders arrive in town and walk along the street while bringing their weapon. Of course, the town still has soldiers to defend their country. However, the soldiers do not have experience in a war. They are never engaged in a combat. None of them are brave to fire their guns. Knowing that the town still has the soldiers, then the Nazi invaders shoot them. Nine of the soldiers are dead and three of the soldiers escape into the hills.

The local troops, big, loose-hung boys, heard the planes and in the distance saw the parachutes, and they came back to town at double quick step. When they arrived, the invader had flanked the road with machine guns. The loose-hung soldiers, having very little experience in war and none at all in defeat, opened fire with their rifle... (12).

The townspeople are confused knowing that the Nazis arrive to their town. “This is a little town. I don’t know. The people are confused and so am I...” (40). They do not know what they should do if the strangers disturb their daily activities. They never have engaged in a war for long time; they have built their government over four hundred years. They do not know how to fight against the strangers. They even do not understand why the Nazi invaders occupy the town.

The invaders try to take over the coal mines and force the townspeople to hard work based on their plan. The soldiers only try to do the orders from their leader perfectly. The soldiers will punish and even kill people who are against the
orders. “…They will be in danger if they are rebellious. We must get the coal, you see. Our leaders do not tell us how; they order us to get it…” (36).

As long as the leader is satisfied with their work, the soldiers will be saved from the punishment and are praised by the leader. Therefore it is not surprising, if the invaders’ behaviours are like animals. The life of the enemy is unworthy. What they have done obviously are against the humanism. The order from the leader should be done without exception. Even, if the soldiers are ordered to kill their beloved, they must do it. “…the girl, Lieutenant, you may rape her, or protect her, or marry her- that is of no importance so long as you shoot her when it is ordered” (167).

The resistance arise one by one. Actually, the first person who expresses the refusal to the Nazi invaders is Annie. Annie is one of the cooks in Mayor Orden’s house. She really hates the Nazi invaders. When one of the soldiers looks at her, she throws boiling water to the soldier. “…from the doorway came the sound of an angry woman’s voice, and a thump and a man’s cry. Joseph came scuttling through the door. “She’s thrown boiling water,” Joseph said. “She is very angry” (39).

It is too brave for an ordinary cook, like Annie to do such an action. In her daily life, she is really obedient. Therefore, she likes it or not Annie will do the command from Madame, Mayor Orden’s wife. Madame already warns her, when Joseph tells her that Annie is angry because the soldier stares at her. “…Joseph, tell Annie to take care” (37). This time Annie ignores what Madame asks. There is strong a pressure from her inside because she dislikes the situation very much. Therefore, she can not stand anymore with the soldier’s behaviour. “…Annie was
always a little angry and these soldiers, this occupation, did not improve her temper. Indeed, what for years had been considering simply a bad disposition was suddenly become a patriotic emotion” (73). It is one of the evidences that the behaviour of the Nazi invaders give influences to Annie’s behaviour.

Another rebellion begins when one of the coalminer from the townspeople, Alexander Morden, kills one of the soldiers, Captain Bentick. It is because Alex does not like to obey the orders of the invaders. People know Alex as a nice guy who really loves his wife. “But he’s a nice man.” Annie said. “They’ve got no right to try him. He gave Molly a big red dress for her birthday. What right have they got to try Alex?” (75). People even do not believe if he could kill the soldier. They know Alex never violates the law. He only dislikes the unfair deeds come to him. In his daily life, Alex is used to live peacefully. He has a pretty wife who always cares him and there is no person who usually orders him. Then, until the Nazi invaders arrive to his country, he feels so depressed and confused why he should work hard and obey the orders of the people he does not even know. That is why Alex can kill one of the soldiers. It means that the invaders’ behaviours make people feel repressed so they can do everything to resist.

Knowing Alex is caught and sentenced to death, the townspeople are so angry with the soldiers. They like Alex very much. Finally, the soldiers search every house for firearms. They realize that the townspeople will not accept the death of Alex. The invaders avoid the worst possibility that can happen. The people become cold and never speak to them. They just shook and nod his head to answer the questions or instructions. It makes the Nazi invaders get frustrated.
The townspeople answer like dead men. Every night there are soldiers who patrol around in the town. The soldiers hear laughter from a house, but when they want to join them the laughers stop and the warmth go out. The people become cold and obedient again (103).

The townspeople wait to take revenge. They never learn how to revenge without breaking the orders. The people are smart enough. They understand if they break the rules, the invaders will shoot them or let them starve. Therefore, the townspeople obey all the instructions reluctantly. The townspeople try to find ways how to make the invaders uncomfortable with the situation that they create. The townspeople realize that they cannot fight armed people because they never recognize about war. They wait the help from the outside.

The wars still go on for many years. The Nazi invaders have a law that every window must shut to avoid the bombers. Some people obey the rule but many of them even always inflame a light when the English bombers come over. The people want to destroy the coal mine but they do not have weapon at all to bomb the coal mine. Sometimes if the invading soldiers see a man with lantern or girl with a flashlight, the soldiers will shoot them (104). It is one of the indicators that finally, the townspeople are brave enough against the rules in order to destroy the enemy.

After there are aids from the outside, finally they can do the real rebellion. Suddenly, the spirit to fight arises from the heart of all people. Their patriotic emotion comes up because of the tyranny of the invaders. The townspeople feel that they are not conquered people. The townspeople have the strategies, too. Their strategies are easy to be done and do not spend a lot of their energy. The
townspeople know that their energy runs out in the coal mine. “We are disarmed; our spirit and bodies aren’t enough. The spirit of a disarmed man sinks” (141). The Nazi invaders make the people get weak and starve

Mayor Orden has an idea to use bomb to blow up rails, roads, mine and other important areas. The bomb will be dropped by British bombers so that the Nazi invaders are not suspicious that the people will take the rebellions. The bomb is planned as easy used as possible so that even an ordinary people can use it. . “…let the British bombers drop their big bombs on the works, but let them also drop us a little bombs to use, to hide, to slip under the rails, under tanks, the we will be armed secretly armed…”(142). Therefore, the Nazi invaders will never know which of them is armed

Before the invaders come, people never have a war. They never know about rebellions. From the explanation above, we can see how the society struggles to fight against the invaders. At first, the people are confused with the situation, but finally that they can fight against the invaders. Because of the cruelty that the Nazi invaders do, the townspeople could not stand anymore in this situation. They are brave enough because they realize that the behaviours of the Nazi invaders can not be accepted anymore. It means that the invaders’ behaviours give much influence to the people spirit. The local society has a spirit to fight without fearing the death anymore.

3. Independent Community

Krench (203) states that society is, “…an organized collectivity of interacting people whose activities become centred around a set of common goal
who tend to share common beliefs, attitudes, and modes of action.” Based on this concept, the essence of society is a group of people that are organized by the rule inside them. It is an organization that shows independence.

In the novel the townspeople has beliefs which inherit from one generation to another. The townspeople have belief that Mayor Orden is a leader that they usually depend on. Therefore, the invaders decide to take the last way, taking the mayor as a hostage when the townspeople try to resist. They hope the resistance will end because the local people loose their leader. However, the townspeople realize that if they depend on Mayor Orden continuously, they can not win against the tyranny. Their resistance will be over and they should accept that they are not free men anymore. The townspeople do not want to stop their spirit to destroy the cruelty of the Nazi invaders from their country. Finally, the townspeople decide to resist without the presence of Mayor Orden. Even, the townspeople know that the soul of Mayor Orden is in their hand. If they fuse the dynamites, the invaders will kill the Mayor. However, the townspeople ignore that. The townspeople believe that Mayor Orden has the same thought with them that it is the best way to vanish the invaders. They light the dynamite without the instruction of Mayor Orden.

From the distance there was a sound of an explosion. And the echo of it rolled to the hills and back again. The whistle at the coal miner tooted a shrill, sharp warning. Orden stood very tensely for a moment and then he smiled. A second explosion roared-nearer this time and heavier-and it echo rolled back from the mountains… (187).

Formerly, the society depends on the Mayor Orden’s instructions because they do not have confidence that they can make their country in a better life with their own abilities. They believe that only people like Mayor Orden know everything that they need. Now, when there is no Mayor Orden anymore because
the Nazi invaders arrest him, the people believe that the victory is in their hand. The townspeople believe that Mayor Orden wants his people to stand without him. It also proves that the Nazi invaders give influences to the society. The society becomes independent community without their leader. They finally can struggle against the invaders to make the country that they love in a better life by their own hands.

B. John Steinbeck’s Ways of Conveying American Propaganda Through The Moon is Down

When the Nazi party led by Adolf Hitler was in power, Europe was in a state of distress. America joined the Allies after Japan attacked Hawai’i’s coast at Pearl Harbour, Oahu. The war was terrible. However, Richard Polenberg’s War and Society: The United States, 1941-1945 states that propaganda played an important role in drawing up certain beliefs about the enemies and the war by spreading these types of thoughts to their fellow citizens to bring some type of unity for their nation. A great sense of nationalism was building up and these propagandists did anything to keep their country on top no matter how degrading and deceiving they could possibly be.

Then, the United States focused its attention on the war effort because after the Pearl Harbour attack the public clearly understood the enemy threat. The propaganda caused an increasing production for the equipments of war. In World War II and Propaganda, Chris Rudiger says that when one thinks of how many people participated in the war, they probably only think of how many soldiers fought in the war and how many casualties there were. Due to the art of
propaganda, most of the citizens from each country participate to help their country in whatever possible way.

Through his novel, *The Moon is Down*, Steinbeck wanted to participate the war efforts. Through a heroic story in the novel, Steinbeck inserted American propaganda in some ways. Anthony Rhodes’s *Propaganda, The Art Of Persuasion* states that if people believe something false, they will constantly be doubtful with their first impression. Then, if the image which is more pleasant already dominates the people’s mind, they will destroy their first impression that they get. In this case, the propaganda was for the Americans public and the purpose was to convince Americans people that the United States of America is the most powerful country in the world. Steinbeck wants to destroy the impression that Axis power, especially the Nazis power, could defeat Americans. Steinbeck also wanted to convince Americans that it is necessary to have a war with the Nazis if they do not want to be occupied by the Nazis. There are three Steinbeck’s ways of conveying American propaganda.

1. Showing American Values through the Townspeople Characters

    In *The Politics of Propaganda*, Allan M. Winkler proposes nine techniques of propaganda. In this case, Steinbeck uses *glittering generalities*. It is a technique of propaganda which uses words to glorify the highly value concepts and believes. The words appeals to such emotions as love of country and home, desire for peace, freedom, glory and honour. Through the townspeople Steinbeck wants to show some American values. The purpose is to promote Americans people
directly and indirectly as a great community who never give up in vanishing the tyranny.

Willett M. Kempton's *Environmental Values in American Culture* states that, values are about how we have learnt to think things ought to be or people ought to behave, especially in terms of qualities. The United States society is made up of a diversity of ethnic groups and cultures that shape American values. Then, the American values which John Steinbeck wants to shows are freedom, equality, individuality, patriotism, and straightforwardness (*An Adventure in American Culture and Values*).

*The Moon is Down* is a story that we can be viewed from both sides. The main characters are the townspeople and the officers of the occupation force who are basically conscripted mining engineers. Steinbeck does not tell the exact setting in the novel. The purpose is to let the reader may have its own interpretations. If it is seen from the historical context, it is much like the occupation of Norway by the Germans or Nazi during World War II.

The details of the story are almost the same with the real events occupation in Norway. Like in the story, Norwegians were surprised and unprepared when Nazi Germany with its superior military attacked on 9 April 1940 (Dupuy 26). The Norwegian defense was tiny by comparison. The entire German navies such as six army divisions and a large air force contingent took part in the attack. The first targets were eight Norwegian towns and cities along the country's coast (*Norway and World War II*).

Therefore, John Steinbeck inserts American Propaganda through the townspeople characters, who are actually Norwegian people, directly and
indirectly. Steinbeck shows the American values by considering the characters’ attitudes, opinions, and struggle.

a. Freedom

M. Gene Aldridge’s *What is the Basis of American Culture?* states that Americans are very keen to support liberty. Liberty is the freedom from tyranny or arbitrary government or any other rule of law that is not grounded in self-government. In other words, freedom is right of individuals to act as they choose without restraint as long as their actions do not interfere with the equivalent rights of others “The natural liberty of man is to be free from any superior power on earth...The liberty of man in society is to be under no other legislative power but that established by consent....” (John Locke 40).

In this novel, freedom is the most clearly shown to promote the American value. A peaceable town comes to face with evil imposed from the outside and betrayal born within the close community. No state had the right to intervene other states. Unrestricted freedom of action would make peaceful human existence is impossible. Moreover, at that time freedom was the most popular issue since Roosevelt formulated four freedoms before the United States entered World War II (1939-1945). They were freedom of speech and expression, freedom of worship, freedom from want, and freedom from fear. In a world society based on these principles, he said, no nation would be able to commit aggressions. War and tyranny would be replaced by the friendly cooperation of free countries (Polak 323).
In this context, Steinbeck wants to convey the values of freedom from the tyranny through Alexander Morden. He is one of the miners who work for the Nazi invaders. He is a rather temperamental man, so it is no wonder if he does not like to be ordered. However, he is not a person who likes to break the rule. He will not accept if the wrong things happen to him.

He is the first person who protests against the behaviours of the Nazi invaders. He is a brave man who kills Captain Bentick, one of the Nazi invaders. “...supposed he did; the fellow ordered Alex around, I heard about it. Alex doesn’t like to be ordered. Alex’s been alderman in his time…” (75). He is a strong man because he says that he only hit Captain Bentick and he dies. Alex does not feel sorry because of killing Captain Bentick. He thinks that he only responds what the Nazi invaders do to him. He thinks he is a free man, nobody has right to order him. Unfortunately, he is caught and sentenced to death by the Nazi invaders. He is shot in front of the public.

The same event happens when German occupied in Norway. In 1940 the first Norwegian was sentenced to death in German courts war (Tor Dagre, Norway and World War II). Through this character, it clearly symbolizes the Americans are identical with free men. Steinbeck wants to say that that there is nobody who has right to force other people to do what he likes.

Steinbeck also conveys that every people always struggle to achieve their own freedom through what the characters say.

The people don’t like to be conquered, sir, and they will not be. Free men cannot start a war but once it is started, they can fight on in defeat. Herd men, followers of a leader, cannot do that, ad so it is always the herd men who win the wars. You will find that is so…(185).
This is what Mayor Orden says when Colonel Lanser asks him to stop the townspeople to light the fuse. Free men here symbolize Americans. Steinbeck wants to say Americans will not have a war because they respect others’ freedom. Steinbeck also wants to promote that Americans will persist against the authority which already violates the human rights although their powers are weaker than the enemies. “No, sir, I think the people feel that they are beaten if they are docile. They want to show these soldier they’re unbeaten” (22). Americans are not like animals who is easy to be domesticated. Through that conversation, Steinbeck wants to please and encourage the American public that they can not be conquered by any enemies, even the strongest one. If it is seen through historical context, it is related to the event of Pearl Harbour. At that time, the soldiers of American did not prepare anything, so it can be said that Japan won the battle against America (Microsoft Encarta Inc. 2003). Here, Steinbeck therefore wants to convince the American public not to be afraid of enemies because they have great abilities to defeat the enemies.

The Norwegians did try to resist. The result was they were able to interfere the German operations. Several German ships were sunk and many men were killed by the Norwegian army and navy coast-defense forces. In the novel, after there is help from outside, the resistance of townspeople shows its strength. The townspeople start to arrange some plans. The plans are very easy but effective to make the invaders go from their country. Then, it is decided that they will use bombs as their secret weapon. The bomb will be dropped by British bombers so that the Nazi invaders are not suspicious that the people will rebel. Finally, the
townspeople agree that they will bomb some crucial places for the invaders, like road and mine. The result they are able to make the Nazi invaders overwhelmed.

From the distance there was sound of an explosion. And the echo of it rolled to the hills and back again. The whistle at the coal mine tooted a shrill sharp warning...Second explosion roared-nea red this time and heavier-and its echo rolled back from the mountains...and now explosion roared near by and there was a sound of splintering wood and breaking glass, and the door behind the sentries puffed often (187).

The United States did not want if later their freedom depends on the Nazis’ hand. The United States could win the war because the hard work of its citizens. All the citizens worked hard to make the war materials. Industrial quickly shifted to war needs, automakers began to produce tanks and planes, and the United States became the world’s largest weapons manufacturer (Microsoft Encarta Inc. 2003). In the novel the townspeople also struggle against the invaders to grab their freedom again. Here, Steinbeck really wants to highlight that freedom is the right of everyone and nobody can take it.

b. Equality

Although Americans believe their destiny is in their own hands and that hard work will be rewarded, they also believe that society should level the playing field so that everyone has an equal chance to get ahead. Americans uphold the ideology that everyone is created equal and has the same rights. This includes women as well as men of all ethnic and cultural groups living in the United States. Therefore, many laws protect the right of equality in various forms to protect citizens from authorities (Marian Beane, An Adventure in American Culture and Values).
Steinbeck promotes this value through Doctor Winter. Doctor Winter is a friend of Mayor Orden. He is a humble and benign person. Although he is a historian as well as a physician, he regards that everyone has the same rights as those in power. He usually talks with the Mayor Orden’s servant if he has problem or inconvenient situation. “…we are so wonderful” the doctor said. “Our country is falling, our town is conquered, the Mayor is about to receive the conqueror, and Madam is holding the struggling Mayor...” “He was getting very shaggy” said Joseph…” (15).

The close relationship between the townspeople and the local government shows the equality in that town. The townspeople really trust their leader, and the leader knows well his people. It means that the local government and its citizens appreciate to each other. Even the local government tries to protect its citizens’ rights. It is shown when the Nazi invaders sentence death to Alex. Mayor Orden as the local government tries to protect one of his citizens as he can as possible. Mayor Orden comes to Colonel Lanser and says there is no community has right to sentence death other people.

The principle does not work. First, I am the Mayor. I have no right to pass sentence death. There is no community with that right. I should do it, I would be breaking the law as much as you...you killed six men when you came in. Under the law you are guilty of murder, all of you. Why do you go into this nonsense of law, Colonel? There is no law between you and us… (87).

Steinbeck also promotes this value by showing how the townspeople care to each other. He describes that the townspeople always think what the others need. The townspeople think that all the people in town have the same rights to have a better life. They are not an egoistic person. Before, they go ahead, they want to have the same understanding first, think the details, whether it gives them
benefits or not, decide the way to achieve and then they do it together honestly. “You won’t believe this, but it is true: authority is in the town. I don’t know how or why, but it is so. This means we cannot act as quickly as you can, but when direction is set, we all act together...” (41). The townspeople have the ideology that everyone is created equal and has the same rights.

c. Individuality

Marian Beane’s *An Adventure in American Culture and Values* states that Americans are encouraged at an early age to be independent and to develop their own goals in life. They are encouraged not to depend (too much) on others including their friends, teachers and parents. They believe that their goals are achieved when they try harder to reach it.

Individuality here means the citizens can stand with their own feet although there is no leader to depend on. If the country has that kind of person, it will be the most powerful country in the world. It is because every citizen can be the leader for himself or herself. Here, it is clearly shown that Steinbeck wants to convey that Americans are independent people through the townspeople community. The townspeople are not afraid if the enemy suddenly kills their leader. The death of their leader does not affect the spirit of the people. Without their leader, the townspeople will not retreat even one step. Steinbeck also wants to convey that Americans have their own bravery not because of the instructions of a leader. The spirit to fight arises from their whole hearted to defend their country. All Americans are leaders; leaders from himself or herself. They can
control his/her mind and actions. If one leader dies, there will come up a thousand leaders replace him.

...A time minded people. "He said, "And the time is nearly up. They think that just because they have only one leader and one head, we are all like that. They know that ten heads lopped off will destroy them, but we are free people; we have as many heads as we have people, and in time of need leaders pop up among us like mushrooms (175)

Although there is no other candidates, except Mayor Orden, the townspeople will decide to change Mayor Orden with others man who deserve to be their leader, if mayor Orden betrays the trust of the townspeople. It means that the townspeople have own thought about right and wrong in their society.

Sir, I am of this people, and yet I don’t know what they will do. Perhaps you know. Or maybe it would be different from anything you know or we know. Some people accept appointed leaders and obey them. But my people have elected me. They made me and they can unmake me. Perhaps they will if they think I have gone over to you…. (36).

The townspeople resist against the invaders without the presence of their leaders, Mayor Orden. It is because Mayor Orden is arrested as a hostage by the Nazis invaders. The townspeople realize that arresting Mayor Orden is one of the Nazi invaders’ ways to make the townspeople cancel their plans. The Nazi invaders also want to diminish the spirit of the townspeople. However, arresting Mayor Orden as a hostage does not make the townspeople stop their plans. The townspeople do not change their minds to bombs the crucial places. Without their leaders, the townspeople are able to do their plans successfully by their own hand. They think that their destiny of life depends on how they struggle to achieve the goals, not depend on how their leader governs them.
The independent community can be shown through the conversation when the Anders boys are not sure if England can make the secret weapon that the Mayor orders.

Oh! I hadn’t thought of that. Well, we can only see. If such people still govern England and America, the world is lost, anyway. Tell them what we say, if they will listen. We must have help, but if we get it”-his face grew very hard-“if we get it, we will get it (143).

Mayor Orden implicitly says that everyone knows that the United States is the most powerful country who has great citizen who can make everything that people thinks it is impossible. The power of the world is in United States’ hand. Moreover, during World War II American became the great manufacturer. In this case, the propaganda is not only for the American public, but also for the enemy. It is one of the tricks to make the enemies fear with the great weapon. Here, Steinbeck also wants to convey that if Americans still need help from other countries, they will be glad if they can be helped. However, if they can not give contribution, Americans will struggle by themselves. Without helping other countries, Americans will defeat the enemy by all the abilities that they have.

d. Patriotism

Steinbeck also wants to convey patriotism as one of the American values through the story. In this case Steinbeck uses some ways to promote this value. Steinbeck uses the techniques of propaganda called Virtue Words. Virtue words; it is a technique of using words in the value system which tend to produce a positive image when attached to a person or issue. Peace, happiness, security,
wise leadership or freedom are virtue words (Allan M. Winkler, *The Politics of Propaganda*).

Steinbeck uses this technique to produce a positive image of Americans that Americans are brave men. Here, Steinbeck also wants to encourage the soldiers that if they die in the war, they die honourably because they already take the right choice to preserve their pride. “…there you are mistaken: a man who is good for anything ought not to calculate the chance of living or dying; he ought only to consider whether he is doing right or wrong…” (178). It emerges a positive image that Americans are heroes who will destroy any unfair matters. Americans can secure the world from tyranny.

Steinbeck describes the townspeople as the community who loves and are proud of their country. They will do everything, even sacrificing their life, to take back what the Nazi invaders take from them. After the attack, most Americans were urged to help to produce the war materials such as gasoline and to donate aids in increasing production power. According to Richard Polenberg’s *War and Society: The United States, 1941-1945*, for all Americans, war changed the quality of life. World War II inspired hard work, cooperation, and patriotism. It is impossible for United States to win the war without the helping of its citizens who provide materials for war.

In the novel, the townspeople even sacrifice their life to destroy the Nazis invaders. The townspeople want to destroy the coal mine but they do not have weapon at all to bomb the coal mine. Therefore, some of them even always inflame a light when the English bombers come over so that the bombers destroy the coal mine. Sometimes if the invading soldiers see a man with lantern or girl
with a flashlight, the soldiers will shoot them. "The jolly lights did again until
ten in the morning, for by law every window must be black against the bombers.
And yet when the English bombers came over, the light always appeared near the
coal mine" (104).

Steinbeck also shows the spirit of patriotism through Mayor Orden. When
at the first time the Nazi invaders come to his country, Mayor Orden rejects
directly the invitation to cooperate together. He knows that they come to occupy
his country that he loves. He will not betray his country.

They must. They are an orderly people. They don’t want trouble. He
waited for the Mayor’s reply and none came. “Is that not to sir?” the
colonel asked.
I don’t know, sir. They are orderly under their own government. I don’t
know how they would be under yours. It is untouched ground, you see.
We have built our government over four hundred years (35).

Even, he rejects the Colonel Lanser’s orders although the Nazi invaders
arrest him and threaten to kill him if he does not stop the townspeople light the fuse.
He chooses to be a hostage than he should stop the rebellions. He will not beg for
his life to the townspeople, because he knows that it is the time to take revenge
and people really wait the time when they can destroy the Nazi invaders.

Colonel Lanser said harshly, “I arrested you as a hostage for the good
behaviours of your people. Those are my orders.”
“But that won’t stop it,” Orden said simply. “You don’t understand.
When I become a hindrance to the people, they will do without me” (188).

Americans will not accept if there is cruelty in their country. They will
exterminate the tyranny. Moreover, if one of them becomes the victims of that
cruelty, they will be not reluctant to take the revenge. In the novel, the
townspeople are really angry when the Nazi invaders shoot Alex publicly. As
their protest they never have any communication with the Nazi invaders.
“...People aren’t going to mad like it if they hurt Alex. People like Alex. Did he ever hurt any body before? "Well there, you see! If they hurt Alex, people going to be mad and I’m going to be mad. I won’t stand for it” (75). Steinbeck wants to say that American can not accept the situations when there are some people violate the rights of others. American will come to help the victims and bring peaceful to them.

In the story there is betrayer like Mr. Correl, it is also the same happening at that time. After the war, legal proceedings were initiated against those who had betrayed their country. Some of them were punished for treason, some of them were sentenced to prison, and some of them were fined and deprived of their right as citizen (Tor Dagre, Norway and World War II). In the novel, the townspeople try to kill Mr. Correl who already betrays his country.

The people of the conquered country settled I a slow, silent, waiting revenge. The men who had been traitors helped the invaders-and many of them believed it was for a better state and an ideal of way of life-found that the control they took was insecure, that the people they had known looked at them coldly and never spoke (101-2)

The townspeople will expel the people who already make the wrong decision by cooperating with the Nazi invaders.

e. Straightforwardness

Marian Beane’s An Adventure in American Culture and Values states that Americans try to work out their differences face-to-face and without a mediator. They are encouraged to speak up and give their opinions. Students are often invited to challenge or disagree with certain points in the lecture. In the novel John Steinbeck promotes this value through Annie. She is one of the Mayor’s
cook. When there are Nazi invaders in Mayor Orden’s house, she pours one of the invading soldiers with the boiling water; only because the Nazi soldier looks at her.

She can not be influenced by other people. If she thinks she is right she will defense her opinion and never follow the rules which she thinks wrong. “…she is getting angry, sir. “What’s the matter?” Madame demanded. “They are looking thorough the door at Any” said Joseph. “She hates that” (37). She is an outspoken person. If she wants to say something to her friend, she will say directly what in her mind is. When Lieutenant Tonder comes to Molly’s house, she directly asks Molly whether she becomes betrayer or not. Annie becomes a very important person for Mayor Orden, not only because she can keep secret but also her totality to do her duty as the Mayor’s spy.

Steinbeck wants to convey that all the Americans hate the Nazis. In 1934 Hitler was firmly in power and the German people were enthusiastic in their support of his policy. At that time Nazi was the powerful party. Everyone respected and was afraid of them, but all Americans did not accept them because they already violated the human rights. Then, Americans directly declaimed what the Nazis’ point of view about Jews (Dupuy 44). In the novel, John Steinbeck conveys this value through the conversation between Lieutenant Tonder and Molly Morden in Molly’s house. “He stopped laughing just as suddenly and bleakness came onto his eyes. “I haven’t laughing together. He said, “They told us the people would like us, would admire us. They do not. They only hate us” (131). The townspeople show their dislike to the Nazi invaders, although the townspeople know that the Nazi invaders hold the authority in their country. The
behaviours of the townspeople who are not friendly with the Nazi invaders symbolize the straightforwardness of Americans.

2. Highlighting the Negative Deeds of Nazis

In The Politics of Propaganda, Allan M. Winkler proposes nine techniques of propaganda. Labelling is one of them. It is a technique of arising prejudices in people by labelling the object of the propaganda as something the people fears, hates, or loathes. In this case, Steinbeck uses labelling technique in conveying his propaganda and the object is the Nazi invaders. He wants to arise prejudices in people mind by labelling that the enemy is evil; and evil always have bad traits.

In this novel, Steinbeck inserts the cruelty of the Nazi invaders. Of course, there is a reason Steinbeck shows the cruelty of Nazi invaders. Steinbeck wants to grow up fear in American public mind. When Japan attacked Pearl Harbour the American citizens became afraid if the Nazis occupied them. It made the American citizens understood of the enemy’s threat. Therefore, they began to do everything that useful to contribute materials of war (Microsoft Encarta Inc. 2003). The logic is more people afraid, stronger their desire to destroy the enemy. Although, only few chapter which shows the aftermaths of being occupied by the Nazi invaders, it more or less already influences the people’s mind.

a. Killing People

In 1934 Hitler was firmly in power and the German people were enthusiastic in their support of his policy. Hitler believed that Aryans were a master race destined to take control of world. Hitler hates the Jews because he
believed the Jews were responsible for what they regarded as the degeneracy of modern society. Goebbels promoted the views that all of Germany should be Aryan (blonde hair and blue eyes.) and this lead the Nazi party destroyed Jews, people with abnormalities and anyone who did not fall under the criteria of the perfect race, the Aryan race. The results were the persecution and murder of six million Jews and millions of other victims of Nazi tyranny from 1933 to 1945 (Dupuy 44). Jews were not the only victims of the Nazis during World War II. The Nazis also imprisoned and killed people who opposed their regime on grounds of ideology; Roma (Gypsies); Germans who were mentally impaired or physically disabled (Microsoft Encarta Reference Library 2005).

The beginning of the story clearly shows the tyranny of the Nazi invaders. When the first time the Nazi invaders come, they already kill the six local troops. “…the machine guns clattered for a moment and six of the soldiers became dead riddled bundles and three, half dead riddled bundles and three of the soldiers…” (12). It means that the Nazis will come when the country is unprepared. Like in Norway, Norwegians were surprised and unprepared when Nazi Germany with its superior military attacked on 9 April 1940. The entire German navies such as six army divisions and a large air force contingent took part in the attack. The first targets were eight Norwegian towns and cities along the country's coast (Tor Dagre, Norway and World War II). The Nazi soldiers will directly destroy the soldiers. Logically, the soldiers are the strongest part in the country who are trained to defend and secure a country. If all the soldiers are already vanished, it will be easy to conquer the country because they know that the local people will have no power to fight against the invaders.
After the Nazis already hold the power of the country, they will kill the local people who resist against them. Tor Dagre’s *Norway and World War II* states starting from 1942, more and more Norwegians who resisted were shot. At the same time thousand of Norwegians were jailed in Norway or sent to concentration camps in Germany, Poland and France. In the novel, the Nazi invaders know that one of the local people kills one of the Nazi invaders because he does not like to be ordered by the invaders. Of course they decide to kill him. “So it starts again. We will soothe this man and make twenty new enemies…” (71). It means that if the Nazi already dominate all the sectors of the country, the citizen can not be free men again. They should obey all the commands. If the citizens do not obey the rules they will kill them. In this context, Steinbeck wants to point out that there is no free man anymore, if the Nazi win the battle.

Alex is killed publicly. “…Yes, in the square. It must be public…” (97). Once again, Steinbeck wants to frighten that being murdered is the consequence if they protest the Nazis’ orders. The life of citizens is in the grasp of Nazis’ hand. The citizens can loss one of the members of their family that they love much in any time. The citizens’ life will depend on the kindness of the enemy if they let Nazi come to power in the world.

The Nazi invaders finally know that the secret weapon, that the townspeople will be used later, is to bomb some important places in the country. One of the soldiers, Lieutenant Loft, suggests that they will poison the chocolate so that later children who eat it will die. “…one man will pick up one of these and get blown to bits by our booby trap. One kid will eat chocolate and die of strychnine…” (160). In this case, Steinbeck wants to frighten the American public
about the horrible possibility what the Nazis do if they know the rebellions arise. Like in the novel the Germans arrested a huge number of Norwegians. Teachers, officers and students were collectively arrested, and many were captured for their resistance to the occupation and for anti-Nazi activities (Tor Dagre, Norway and World War II). The Nazi will defend as strong as possible. They will do every ways to stop the rebellions, even with the cruellest ways.

b. Oppressing People

The Nazi invaders have really good plan on taking over the country. Of course, the Nazi invaders have spies who prepare their coming and give them important information. Before the Nazi invaders attack the country, they already know the power of the country. Therefore, they can win the battle easily. They use the smooth way to take the coal. Directly, the Nazi invaders look for a person who controls and has significant influences on the people. They make a meeting with Mayor Orden, a person who is given the authority to lead the townspeople. The Nazi invaders know exactly that the townspeople fully trust him. The Nazi invaders think that through the person who holds power in town, they will get the coal mine easily. In the story the Nazi invaders come to Mayor Orden’s house to tell that they come because they need the coal in his country to support the war. The invaders do not care whether the occupied country agrees or not.

The colonel began, “We want to get along as well as we can. You see, sir, this is more like a business venture than anything else. We need the coal mine here and the fishing. We will try to get along with just as little friction as possible...The coal must come out of the ground and be shipped. We have technicians, but the local people will continue to work the mine. Is that clear? We do not wish to be harsh (33-4).
Steinbeck wants to convey that if the Nazi already win the battle, they will directly take the control of the country and all the recourses for the needs of war. Then, the Nazi invaders say that they need the local people to coal the mine. It means that the Nazi will force the people to work hard for them. They did not care whether the citizens agree or not. The important thing is that all the citizens should obey the Nazis’ rules.

The Nazi invaders want everything perfectly done. If the townspeople do not do the order perfectly, they will be shot. The Nazi invaders ask them to work fast. They make a rule so that the townspeople can work fast. If the coal does not come out, the Nazi invaders will not give food to the townspeople so that their family will be starving. Like in Norway, aside from the political and military oppression, the daily life of the civilian was marked mostly by lack of food and other supplies during the occupation years (Tor Dagre, *Norway and World War II*). In the novel, all the food supply is controlled by the Nazi invaders. The Nazi invaders will distribute the food for the obedient people and take the food from the disobedient people. Therefore, the whole townspeople turn obedient.

...Oh, the usual thing with me-the slow-down and wrecked dump car. I saw the wrecker dump car...I saw the wrecker, though I shot him...now, I just thought it up. I’ll make each man take out a certain amount of coal. I can’t starve the men or tey can’t work, but I’ve really got the answer. If the coal doesn’t come out, no food for the families. We’ll have the men eat at the mine, so there’s no dividing at home (114).

Here, Steinbeck wants to deliver the aftermaths of being conquered the Nazi. The citizens will suffer from the starvation, because the food supply was controlled. Nazi will distribute the food only to the people who obey the rule. Therefore, the citizen will do things that they hate so much, that is, being obedience. The situation also becomes more uncomfortable because there must
be patrol soldiers who always watch their daily activities. Therefore, even inside in their house the citizens can not laugh freely.

In chapter six, Captain Tonder comes to Molly’s house to say that he likes Molly.

...can you understand this—can you believe this? Just for a little while, can’t we forget this war? Just for a little while. Just for little while, can’t we talk together like people-together?"..."I’ve seen you in the town. I know you’re lovely. I know I want to talk to you (127).

Steinbeck wants to convey the threat for woman, if her country being occupied by the Nazi. Nazis already take the control of the country; of course all the citizen under control them, including the woman. Therefore it is possible if they can choose any woman to accompany them when there is spare time. Even, they can choose every woman who they like to be seduced in the country.

c. Terrorizing

The Nazis believe that propaganda is a vital tool in achieving their goals. According to Tor Dagre in Norway and World War II, in Norway, the Germans had tried to frighten the Norwegian people into submission. The German ambassador had invited the leader of Norwegian citizens to watch moving picture of the destroying German ground and air attacks against the armies and cities of Poland. The German hoped these would do the trick. In the novel the invaders intimidate Mayor Orden. They say that the townspeople will be danger if they resist against the invaders. “Yes, a service. It is your duty to protect them from harm. They will dangerous if they are rebellious. We must get coal, you see. Our leaders do not tell us how; they order us to get it. But you have your people to protect. You must make them do the work and thus keep us safe” (36).
Here, Steinbeck wants to make the American public know that the Nazis will always put them in frighten situation with many intimidations. The Nazis wants everyone to be respectful and obedient to them.

d. Disrupting the Relationship among the Townspeople

After the townspeople realize that Mr. Correl is a traitor who prepares the Nazis arrival, they become suspicious to each other. “Some of lights of the astonishment was gone from their eyes, but still a light of anger had not taken its place…the people spoke to one in monosyllables, and everyone was thinking of the war, thinking of himself, thinking of the past and how it had suddenly been changed…” (72). Even, they assume that Mayor Orden is the part of the Nazis. The invaders choose Mayor Orden’s house to be their headquarter because they want to impress the townspeople that the Nazi invaders govern in their country because of the local government’s permission. When Alex kills one of the Nazis and he is sentenced to death, the townspeople assume that it is the order of Mayor Orden.

…they say you will sentence him. It will be your words that send him out.” Orden looked up, startled. “What’s this? Who says this?”…”The people in the town …That is a great mystery,” said Doctor Winter. “That is a mystery that has disturbed rulers all over the world-how people know. It disturbs the invaders now, I am told, how news runs through censorships, how the truth of things fights free control. It is a great mystery (80).

In this context Steinbeck wants to frighten the American public that the Nazi invader will make them hate to each other and are uncomfortable with the situation. The Nazi will make people believe that their commands are the local government’s commands, too. Then, the citizens will see the power of the Nazi to
make the local government under their control. Then, the result is there is nobody who is really brave to protest or resist to Nazi invaders. The Nazi will do everything that benefits them without considering the needs of the people.

3. Entitling the Book “The Moon is Down” which Symbolizes the Collapse of the Nazi Reign

John Steinbeck has his own purpose in naming his novel with the title The Moon is Down. In entitling the book Steinbeck uses *intentional vagueness* as his technique to convey American Propaganda. *Intentional vagueness* is a technique uses words which are deliberately not clear so that the audience may have its own interpretations. Therefore, if people are pleased with their own interpretation, they tend to justify such action or belief. (Allan M. Winkler’s, *The Politics of Propaganda*)

In this case, Steinbeck entitles his novel The Moon is Down because he wants American public has their own interpretation in their mind before they read this novel. Their interpretation will come to the collapse of the reign of Nazi, *The moon* symbolizes the Nazi and *Down* symbolizes the collapse. The reason is this novel was written and published in 1942 when the United States was already involved in the war. At that time both Germany and America did a very good job in the sense that they accomplished their goals by using propaganda. Nazi Germany built up one of the most powerful armies the world has ever seen, however they were not strong enough to withstand the powers of the United States (Chris Rudiger, World War II).
If it is seen from the historical context, Steinbeck wants to make American Public pleasant with their interpretation so he hopes that American Public can justify their believe that the Nazis had unlimited power. Therefore, the story is more or less about the resistance of the local people against the Nazis. Moreover, if we see the plot of the story, we will see how the power of Nazi can not influence people anymore. There are six proofs in the story which shows that the reign of Nazi begins to end.

a. Rejection of the Local Government to Cooperate

From the beginning of the story the rejection of local government is clearly shown when the Nazi invaders come for the first time in the town. Although the Nazi colonel and his men are able to force the townspeople to work in the coal mine for the Nazi invaders’ war machine, they are shocked that the townspeople do not immediately celebrate the Nazi occupation of their town. The refusal of Mayor Orden to cooperate with the Nazi invaders indicates that the power of the Hitler which very popular at that time is not strong enough anymore.

“And Orden said, “Yes, that’s clear enough. But suppose the people do not want to work the mine.” They must. They are orderly people. They don’t want to trouble.” He waited for the Mayor’s reply and none come. “Is that not so, sir?” the colonel asked.

Mayor Orden twisted his chain. “I don’t know, sir. They are orderly under their own government. I don’t know how they would be under yours. It is untouched ground, you see. We have built our government over four hundred years (35)

When the Nazi invaders come to the Mayor Orden’s house, one of the Mayor’s cookers, Annie, pours one of the soldiers with hot water. It is only because Annie does not like the soldier who looks her. “From the doorway came
the sound of an angry woman’s voice, and a thump and a man’s cry. Joseph came scuttling through the door. “She’s thrown boiling water,” Joseph said. “She is very angry” (39). It means that people are not afraid anymore with the tyranny that is identical with the Nazis at that time. They will take revenge to destroy them.

b. Bad Quality of Nazis as Soldiers

In chapter two, Steinbeck describes the characters of Nazi soldiers. Lieutenant Prackle is a typical soldier who only does the commands of the leader. He does not care whether it is good or bad in result. Major Hunter is a haunted little man figures. He feel like little men who being dependable unit. He is an awkward man; none of the humour, music, and mysticism ever enters his head. Captain Bentick is too old to be a captain, but because of his great ambition, he had been kept at the rank. Captain Loft is young and ambitious. Actually he wants the position of Colonel Lanser. He hopes Colonel Lanser is tired of involving in war so that Colonel Lanser can go home and the position will be replaced by Captain Loft. Captain Loft thought and believed that soldiers are the highest the development of animal life.

Colonel Lanser is the head of the local battalion with any war experience. He is a veteran who knows well about war. He has a lot of experience in war so it is no wonder if he masters the details of war, but he will even kill his family if it is the order of the leader.

These were the men of the staff, each one playing war as children play “Run, Sheep, Run.” Major Hunter thought of war as an arithmetical job to be done so he could get back to his fireplace; Captain Loft as the proper career of a properly brought-up young man; and lieutenant Prackle and
Tender as dreamlike thing in which nothing was very real. An their war so far had been played, fine weapons and fine planning against unarmed, planless enemies. They had lost no fights and suffered little hurt. They were underpressure, capable of cowardice or courage, as everyone is. Of them all, only Colonel Lanser knew what war really is in the long run (47).

It means that only one person who has great experience in war. It is also indicates that the quality of the soldiers is not as good as that people know. They are permitted to follow a war because of some of them are ambitious, not because they are really have abilities in a battle.

c. Disobedience of the Townspeople to the Nazi’s Rules

In the last chapter two, the progress of the plot in the story begins arise. One of the town people, Alex Morden, kills Captain Bentick, the old soldier. Alex kills Captain Bentick because he does not like to be ordered. He thinks that he is a free man. It is one of indicators that actually even an ordinary civilian does not care anymore what the effect of killing the Nazi invaders. Alex more chooses his principle of life, being a free man, than obeys all the commands of the Nazi invaders. He knows that he will be killed by the Nazi invaders, but his pride is more important than his fear.

Loft drew himself up and said formally. “I had just relieved Captain Bentick, as the colonel ordered. Captain Bentick was about to leave to come her when I had some trouble about a recalcitrant miner who wanted to quit work. He shouted something about being free man. When I ordered him to work, he rushed at me with his pick. Captain Bentick tried to interfere.” He gestured slightly toward the body (71).

Finally Alex Morden is sentenced death by the German court which they make in Mayor Orden’s house. Mayor Orden tries to defend Alex by talking to Colonel Lanser. Colonel Lanser says that Alex should be punished because Alex already violates his own laws. Therefore it is fair if Alex dies because he kills a
man. However, Mayor Orden replies cynically, he says that when the Nazi invaders come in this country, they already kill six the local troop, and it is also break their own law. “You killed six men when you came in. Under our law you are guilty of murder, all of you. Why do you go into this nonsense of law Colonel? There is no law between you and us” (87). It means that the law of the Nazis is not valid and Mayor Orden can prove it. The conversation between Mayor Orden and Colonel Lanser shows that Nazis already loose from the diplomatic point of view.

Before the Nazi invaders shoot Alex publicly, the Nazi invaders read the report about the mistakes of Alex Morden. Colonel Lanser asks him whether he feels sorry or not and Alex says no. Alex does not regret what he has done to Captain Bentick. He knows that it is a good choice. He thinks that he is a free man and nobody has right to order him. “Sorry?” Alex asked. I’m not sorry. He told me to go to work-me, a free man! I used to be alderman. He said that I had to work” (94). It shows that even an ordinary man, who will be shot, will not beg for his life to the Nazi invaders. Alex’s private anger is the beginning of a public anger. The townspeople will not accept what the Nazi invaders do. It shows that although the local people are disarmed and know that the power of the Nazi is not comparable to the strength of the local people, they are not afraid because of those matters. The resistance will arise among that community.

d. Fear and Frustration of the Nazi Soldiers

The Nazi invaders are frustrated with the situation in the place that they already conquered. A soldier should not have that kind of feeling. If they are
easily frustrated or panic, they also are easily killed in the battle. Steinbeck describes that most of the Nazi invaders are frustrated of the war.

Thus it came about that the conquerors grew afraid of the conquered and their nerves wore thin and they shot at shadows in the night. The cold, sullen, silence was with them always. Then three soldiers went insane in week and cried all night and all day until they were sent away home” (104).

From the narration above, it clearly shows that “the moon is really down”. The Nazi invaders get frustrated because of the townspeople’s behaviours. The Nazi invaders want the townspeople to respect them because they have beaten the townspeople. However, they do not feel that they can control the townspeople, especially the coal miners although the townspeople already obey their rules.

…That’s it! The enemy’s everywhere! Every man, every woman, every children! The enemy’s everywhere! Their faces look out of doorways. The white faces behind the curtains, listening. We have beaten them, we have won everywhere and the wait and obey, and they wait half the world is ours. Is it the same in other places, Major? (112).

At first, the response of the local people because of the tyranny of the Nazis is not worthy enough. They only keep silent and never speak to the betrayers and the Nazi soldiers. However, it makes the Nazi invaders become frustration and fear grows in their mind.

Actually, the Nazi invaders are also tired of having a war. They want to go home and do their ordinary life, like other people. No soldiers can relax their guards for even a moment. They are afraid because they think that the townspeople may kill them. They can not drink or go out with a woman. Some of the soldiers are worry about their family. Everything, like a newspaper article, pamphlet, radio broadcast, can give the soldiers hope and courage to their loved ones overseas.
"How long you been on duty?"
“All night. Can’t hardly keep my eyes open.”
“Me too. Hear from your wife on the boat yesterday?”
“Yes! She said hello to you. Said she heard you (was) wounded. She (don’t) write much.”
“Tell her I’m all right” (179).

The fear and frustration of the Nazi soldiers indicate that the power of the Nazis is not as strong as when they arrive in the town firstly.

In chapter seven, the Nazi invaders find the townspeople’s bomb. At the first, they do not realize that the bomb can bring them to the beating. “It’s silly. It’s commercial dynamite”(156). Then, they realize that they are in danger situation. The Nazi invaders become panic and all the soldiers can not think what they would do next to prevent those rebellions. They suggest several ways to destroy the local people, but all those ways can not bring them to stable condition again. “Loft said angrily, “We must do something! There must be a way to control this. What does headquarters say?” (180). Finally, they take the last ways. The Nazi invaders arrest some people who have great influence among the community. They are Mayor Orden and Doctor Winter. They think that it will kill the spirit of the rebellions. The panic of the Nazi invaders symbolizes the end of the reign of Nazi because they can not control the local people anymore. The cruelty of the Nazi invaders can not frighten the local people anymore.

e. Rebellions of the Townspeople

Actually the progress of the plot is fairly predictable. Mayor Orden makes a contact with the outside. He asks for help to Anders boys. Mayor Orden and the Anders boys arrange the strategy to knock down the Nazi invaders easily without spending a lot of energy. The Mayor knows his people are weak because
of the lack of food and they should work hard in the coal mining. Finally, Mayor Orden orders a secret weapon that can bomb important place for the Nazi invaders. The secret weapon is easily to be used even ordinary people who have never experience in war can use it. The plane will spread those secret weapons so that the Nazi invaders are not suspicious and do not know which citizens who have it. From the explanation above, finally, the local people can do the resistance. When there is a rebelllion beginning to arise, it is one of the indicators that the enemy is possible to be conquered.

The last way that the Nazi invaders take does not influence the confidence of people. The purpose of arresting Mayor Orden can not be accomplished. The local people will still light the fuse. Even, if Mayor Orden commands not to light the fuse they will still light it. They are only sad if later the Mayor should sacrifice his soul. Although the Nazi invaders intimidate the Mayor that they will kill him Mayor Orden will not beg his life to the local people. Finally, it indicates that Nazis do not have power anymore to control people in the world. People will not give up destroying them.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter is divided into two parts, they are conclusions and suggestions. The conclusions consist of the answer to the formulated questions. Whereas suggestions consist of two parts; they are suggestion for future researcher(s) and suggestion for implementation of teaching learning process. Suggestion for future researcher(s) describes the use of the socio-historical approach for next researcher(s). The second suggestion concerns with the implementation of literature in teaching extensive reading I.

A. Conclusions

Paralleling the Nazi occupation of Norway during World War II, the story begins shortly after a coal-mining town is taken over by soldiers. The soldiers kill half of the town’s twelve-man army. The invaders settle into Mayor Orden’s house, feeling pretty proud of them and genuinely looking forward to coexisting peacefully with the people they have conquered.

Their mistake, of course, is assumed that the invaders have conquered the townspeople. Although initially confused and afraid, the town’s occupants are not as satisfied as the soldiers think. After they try and execute a man for killing one of their members, the invaders realize they do not have the control that they count on. The troops begin to understand that the war they are fighting has already been lost.
Analyzing *The Moon is Down*, I found that the townspeople are very much influenced by the invaders (Nazi) and the aftermath that follows. The war’s bitterness is revealed throughout the novel, and the influences of the bitterness toward the society of townspeople appear in most chapter. There are three major influences that I found after I analyzed this novel. The first influence is about trust and loyalty of the townspeople. It concerns how the arrival of the invaders makes the townspeople do not trust their leader anymore. The townspeople choose and depend on him for many years. They assume that Mayor Orden is involved with the invaders. The second influence is rebellion of the townspeople. At first, the people are afraid with the invaders. However, because of the cruelty of the Nazi invaders, the townspeople can not stand anymore in this situation. Finally they resist against the invaders. They become brave enough because they realize that the behaviours of the Nazi invaders already violate their rights to be a free man. They never give up fighting on with the ability that they have. The third is independent community. After the invaders arrest Mayor Orden as a hostage they become realize that a better life can only be reached by their own hands. Therefore, without the presence of Mayor Orden as their leader on whom they usually depend, they are able to struggle against the tyranny.

Then, I found three ways that John Steinbeck used to convey American Propaganda in *The Moon is Down*. The first is by showing American values through townspeople characters. There are five American values which Steinbeck wants to promote. They are freedom, equality, individuality, patriotism, and straightforwardness. The second is by highlighting the negative deeds of Nazis. There are four deeds that show the negative image of the invaders. They are
killing people, oppressing the people, terrorizing, and disrupting the relationship among the townspeople. The third is by entitling the book *The Moon is Down* which symbolizes the collapse of the reign of Nazi. There are five proofs in the story which show that the power of Nazi can not influence people anymore. The first is rejection of the local government to cooperate. The second is bad quality of Nazis as soldiers. The third is disobedience of the townspeople to the Nazis’ order. The fourth is fear and frustration of the Nazi soldiers. The fifth is rebellions of the townspeople.

**B. Suggestions**

1. **Suggestion for Future Researcher(s)**

The analysis of a piece of literary work always relates to the appreciation of the works of literature. The approach, the socio-historical approach, being used in this study will give certain knowledge about history that affects a certain work of literature.

For the next researcher(s), this thesis can be used for writing new analysis. It can be applied as a comparative study to other materials. He or she can apply socio-historical approach, because this novel consists of the condition of the society when the war happened. The author presents that the war society is based on the real events that happened in 1930-1940. It was his experience of life when he was a correspondent in World War II. The next researcher(s) can try to relate the real pattern of war society in World War II to the pattern of war society in the novel.
2. Suggestion for the Teaching Extensive Reading I Using Literary Work

Implementing literature in teaching needs a lot of effort from the teachers to give the best knowledge, so that the students will be interested in learning English through literature. One of many reasons to use literature in the language teaching and learning activities is its ability to present a genuine language context. The context offered in the literary texts, no doubt, is very valuable in helping the students to recognize various meanings of words, such as connotative and denotative meanings of words, expression, and ambiguity, which cannot be understood easily without a connected context. Such multiple meanings, expression, ambiguity, and idioms are usually found in informal context, and not in formal English like what the students get from their school textbooks.

Using novel as resource among other different kind of text used in the classroom is one ways to promote interesting language activities. It is because novel provides a lot of ideas for speaking activity since their elements such as themes, character, setting or symbol can be interesting topics to be discussed. According to Lazar (15) there are some reasons of using literary as the source of study. The first is motivating material. A good novel may grip students in which involves the students in suspense of unravelling the plot. If the materials are carefully chosen, then the students will have a comprehension that what they do in the class is relevant and meaningful to their own lives. The second is access to cultural background. Literature can be the bridge for the students to have an access to the culture of the people whose language they are studying. At the same time, literature can give way of conceptualising how a member of a particular society might behave or react in certain situation.
The third is *encouraging language acquisition*. The use of literary text in the classroom may absorb the students to learn about the character or the plot of the story. However, to implement this activity in the classroom the students need to share their feeling and opinions, such as discussion and group work. The fourth is *expanding students’ language awareness*. Using the literature with the students can help them to be more sensitive to some of the overall features of English. For instance, the students may become aware of the norms of the language use, specific stylistic effect of the literary works as well as discover more general of features of language.

The fifth is *developing students’ interpretative ability*. Literature is particularly a good source for developing students’ abilities to infer meaning and to make interpretations. It is because literary texts are rich with multiple levels of meaning in which the students can learn what is implied behind the literal meaning. The last is *educating the whole person*. By giving the change for the students to respond personally to the literary text, they will become increasingly confident in expressing their ideas and emotions in English.

As an important addition to the importance of literary work in teaching English is what Stern (47) states about the relations between literature and other fields of language. According his opinion, linguistically, literature can help the students in mastering vocabulary and grammar. It means that there is a close relationship between language and literature. It also means that in learning language, people do not merely emphasize what the text is about but here people also emphasize on how literature may help the students learn the language used in the text.
Novel can be used as the source either for teaching reading, writing, listening, or speaking. In this respect I am going to use *The Moon is Down* as the main source in building a material for teaching reading.

Reading is the basic skill and also one of important skills beside speaking, writing, and listening language. According to Paulston and Bruder (157), reading is the most important skill of all for most students of English throughout the world. It is because when we read, we can experience different kinds of language style and vocabulary. Therefore, we can enrich our knowledge from the language that we learn.

Paulston and Bruder (162) offer two kinds reading, namely: intensive reading and extensive reading. Intensive reading requires the students to focus their attention on the linguistic features, which enable them decode the message, whereas in extensive, the students just read, at their own level, straightly for meaning. Extensive reading itself can be defined as reading outside class or outside the formal teaching hours without the help or guidance of the teacher. In this context, the students are active and independent learners. They “learn to read by reading” rather than being thought.

I implement *The Moon is Down* into teaching reading for some reasons. First the use of literary work in teaching reading can stimulate and improve students’ problem analysis by understanding conflicts, characters, and plot of the work. Second the students will also learn about the knowledge such as the history of war, culture, the struggle of people in war, and the way of life presented as the background of the novel. And the last the students can memorize and understand
some new words and phrases which can very useful to express their emotion and attitudes.

In the implementation, I focus more on extensive reading or reading for global comprehension rather than on intensive reading in which the students are expected to know and understand the content of the reading material. Extensive reading can increase the comprehension and appreciation of literary work since it does not focus on the language and grammar aspects.

Considering the level of difficulties of the novel, I believe this novel is suitable for the fourth semester students of the English Education Study Program. They must have gained some improvements in the knowledge of related subjects which can support their reading skill. Moreover, this novel will advance knowledge about the style of the language and a large number of vocabularies used by the author.

In teaching extensive reading, the teacher should consider the time. Paulston and Bruder also suggested some techniques to save time in extensive reading (202). The first is survey; the students should survey the reading materials and find important information which could be taken from the text. The second is question; after surveying the article, the students must ask themselves question based on the materials. The third is Read; the students read as rapidly as possible while looking for the answers to their formulated questions. The fourth is recite; at the end of every section, the students try to summarize the content. This will help the students to deepen their understanding of the text. The fifth is review; when the students have finished the summary, they should review each preceding section to refresh their memory.
In the reading implementation for the English teaching and learning, there are some procedures a teacher needs to follow:

1. The teacher gives some brief introductions about the novel by explaining the title, year of publication, the author, and the social background of the novel.

2. The teacher gives pre-reading passage and question to draw the students’ attention on what they are going to read.

3. The teacher begins to divide the chapter into four sections and divide the students into small group which consist of 4 students for each.

4. The students are assigned to work in groups and to read the novel at home.

5. The teacher gives some take home assignments
   a. Every student is assigned to survey each section and to note some important point.
   b. The students are assigned to summarize the content of the chapters in every section.

6. Every group is responsible to present two chapters of the novel, so there are one groups presentation in every section.

7. Other group members are allowed to ask question related to the chapters discussed.

8. The students are assigned to note down some additional information based on their friend’s explanation.

9. After all the presentations, the students are assigned to fill the question forms consisting of theme, characters, and summary of novel.

The example of the Material for teaching Extensive Reading I can be seen in appendix D
In fact, there are many activities we can do by using literature as source materials. The teacher should not force too high expectation on the students to study, as they will refuse to learn. The teacher should make the students feeling easier, more comfortable, and more motivated so that they will motivate themselves to learn. The main rule teacher is to provide a situation in which the students have plenty opportunities to express their ideas. The teacher can be a facilitator for the students in encouraging them to compare the idea suggested in the text with their own experience. Moreover, the teaching English through literature supposes that the students can learn by themselves from literary text.

Therefore, I hope that the students are able to develop their reading skill by knowing informal varieties, as it needs a creativity to build a mind of well-understanding of certain passage or materials.
BIBLIOGRAPHY


**Sources from internet**


APPENDICES

Appendix A

A. The Brief Biography of John Steinbeck

Steinbeck, John Ernst (1902-1968), American writer and Nobel laureate, who described in his work the unremitting struggle of people who depend on the soil for their livelihood.

John Ernst Steinbeck was born in Salinas California on February 27, 1902. His father, John Ernst Steinbeck, was the county treasurer, and his mother, Olive Hamilton, was known as a school teacher, though she never actually taught during Steinbeck’s childhood. After attending Salinas High School, he went on to Stanford. He took classes sporadically, dropping out for a semester, and then returning, only to drop out again, but he did publish work in the school paper. Finally, after five years of intermittent study in English and marine science, he left the university without a degree. He traveled to New York City and got a job as a reporter, (he was fired because they told him he could not write) and then did a stint as a laborer during the construction of Madison Square Gardens.
A major literary figure since the 1930s, Steinbeck took as his central theme the quiet dignity he saw in the poor and the oppressed. Although his characters are often trapped in an unfair world, they remain sympathetic and heroic, if defeated, human beings. He married Carol Henning in 1930, but they were divorced in 1942, the same year The Moon is Down was published, whereupon he married singer, Gwyndolen Concer and had two children, Thom in 1944 and John IV in 1946. Four years after the birth of his second son, he was divorced from Gwyndolen and married Elaine Scotte, with whom he would spend the rest of his life in New York City.

John Steinbeck published his first novel, Cup of Gold, in August, 1929 when his age 28 with the help of The McIltoch and Otis Literary Agency, his first and only agents. In 1935, he met Pascal Covici, who became his lifelong friend and editor. John Steinbeck traveled widely, touring Europe, the sea of Cortez, (after which, he wrote, The Sea of Cortez, a scientific/research journal) and Russia as well as driving across the United States for a year in a pickup truck with his French poodle, Charley (his novel, Travels with Charley, was based on this experience). His travels, combined with his intimate acquaintance with his home state of California gave him a broad range of subject matter for his novels. Aside from his novels, two of which were made into plays, and a number of which were later turned into movies, he also wrote copious journal pieces, and several nonfiction books. He received numerous awards and honors for his works, including election to the American Academy of Arts and Letters, the National Book Award, the Pulitzer Prize, the United States Medal of Freedom, and the

After his death, his wife, Elaine collected letters he had written throughout his life in a volume entitled Steinbeck: A Life in Letters. Steinbeck’s manuscripts can be found in many different collections across the United States, the most prominent of which, is the Steinbeck Research Center at San Jose State University. Several manuscripts are held in the University of Virginia’s Special Collections at Alderman.

B. The Works of John Steinbeck

- Cup of Gold (1929)
- The Pastures of Heaven (1932)
- To A God Unknown (1933)
- Tortilla Flat (1935)
- Dubious Battle (1936)
- Of Mice and Men (1937)
- Their Blood is Strong (1938)
- The Grapes of Wrath (1939)
- Sea of Cortez (1941)
- The Moon is Down (1942)
- Cannery Row (1945)
- The Wayward Bus (1947)
- The Pearl (1947)
- Burning Bright (1950)
- The Log from the Sea of Cortez (1951)
- East of Eden (1952)
- Sweet Thursday (1954)
- The Short Reign of Pippin IV (1957)
- Once There was a Was (1959)
- The Winter of Our Discontent (1961)
- Travel with Charley (1962)

C. Plot Summary

*The Moon is Down* is a story that we can viewed from both sides. The main characters include both the townspeople and the officers of the occupation force who are basically conscripted mining engineers. John Steinbeck’s “The Moon Is Down” is a novel about human relationships, the relationships between a small town and its invaders, the relationships between town officials and the townspeople, and the relationships between the members of the invading army.

In the story, an invader force arrived at a seaside coal-mining town and took it over. Their goal was to take over the coal mine and to organize increased production and export of coal to support their war effort. The invaders who were in charge of the occupation soon find themselves in conflict with the townspeople, especially as the resistance movement begins a campaign of sabotage of coal production. The conflict is triggered by one of the townspeople, Alexander Morden, who killed one of the invaders, Captain Bentick. He killed Captain Bentick because he did not like to be ordered. He thought that he is a free man, so nobody can force him to do something. Then, the invaders decided to sentence
death to Alex. That is why the townspeople were so angry to the invaders. The townspeople are starving rather than cooperate with the invaders. The townspeople decided not to have any communication to the invaders. They said “yes” and “no” if the invaders commanded them. It made the invaders got frustrated.

At first, everything has done well. The townspeople are stunned and confused, and the invaders busily plan and carry out expansion of coal production. Soon enough, a slow, burning anger replaces the people's fear and a ragged resistance movement forms. Random acts of sabotage occur against soldiers and the coal mine. The invaders, under orders from above, impose repressive measures to keep the production going. Their commander follows his order knowing that, in fact, there is little hope of stopping the sabotage for more than a few days at a time. The occupiers feel isolated and surrounded by hate. As coal production grinds to a halt and several of them are murdered. They try to combat the resistance and force the inhabitants into submission, but quickly realize the failure of this, especially as it becomes clear that the war has been already lost.

D. Characters in "The Moon Is Down"

Townspeople

- Mayor Orden - an almost embodiment of the people
- Doctor Winter - friend of Mayor Orden
- Joseph - a servant of the Mayor
- Annie - the Mayor's rather temperamental, independent cook
- Madame - wife of the Mayor
• Christine - mentioned briefly; a better cook than Annie and a friend of hers
• Alexander Morden - A miner, killed Captain Bentick and was sentenced to death.
• Molly Morden - Wife of Alexander Morden

The "Enemy"

• George Corell - popular storekeeper, traitor and spy
• Colonel Lanser - the head of the local battalion; the only one with any war experience, a veteran
• Captain Bentick - an old soldier
• Major Hunter - The engineer, has a model railroad at home
• Captain Loft - young, ambitious
• Lieutenant Prackle - apparently a good artist
• Lieutenant Tonder - a poet described as a "dark romantic"
• "the Leader" - referencing Adolf Hitler
### Appendix B

#### LESSON PLAN

**Subject:** Extensive Reading I  
**Skill:** Reading  
**Level:** 4th Semester of English Language Education Study Program  
**Topic:** Nazi Oppression  
**Material:** Chapter I page 11-41  
**Time:** 2 x 50 minutes  

**Activities:**

The discussion of the novel is divided into 4 meetings

**First Meeting**

<table>
<thead>
<tr>
<th>Basic Competencies</th>
<th>Achievement Indicators</th>
<th>Learning Experiences</th>
<th>Materials</th>
<th>Form Of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>-The students are able to comprehend the novel <em>The Moon is Down</em> thoroughly.</td>
<td>-The teacher gives some brief introductions concerning the novel <em>The Moon is Down</em>. He or She also provides the novel <em>The Moon is Down</em> for teaching material to be copied by the students. -The students are divided into small group to conduct the group discussion. The teacher divides the eights chapters of <em>The Moon is Down</em> for eight group. Each group has to present.</td>
<td>-Handout - Chapter I page 11-41</td>
<td>-discussion - students’ participation</td>
</tr>
</tbody>
</table>
particularly two chapters of the novel in front of the class. In one meeting there is one group who present two chapters of the novel. The presentation and the discussion are for approximately one half-hour duration. Within four meetings hopefully eight chapters will be covered.

- The teacher gives pre-reading passage questions to draw the students’ attention on what they are going to read.
- At the end of the class the teacher asks the students after reading a small part of the text.
  a. Is the reading level too easy, too difficult or about right?
  b. What do you think the topic is about?
Appendix C

LESSON PLAN

Subject : Extensive Reading I
Skill : Reading
Level : 4th Semester of English Language Education Study Program
Topic : Nazi Oppression
Material : Chapter I, page 11-41, Chapter II, 42-71
Time : 2 x 50 minutes

Activities:

**Second Meeting**

<table>
<thead>
<tr>
<th>Basic Competencies</th>
<th>Achievement Indicators</th>
<th>Learning Experiences</th>
<th>Materials</th>
<th>Form Of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>- The students are able to present each chapter of the novel orally in front of the class.</td>
<td>- The teacher invites the first presenter group to give their oral reports in front of the class audience. They do presentation first and the continued by questions and answers session with the group examiner.</td>
<td>Handout Chapter I, page 11-41, Chapter II, page 42-71</td>
<td>-discussion -presentation</td>
</tr>
<tr>
<td></td>
<td>- The students are able to fill the questions form as the feedback of the subject.</td>
<td>- The teacher plays role as a moderator. He or she manages the discussion in the right path by clarifying questions and statements from groups, the presenter and the examiner. The question cannot be about the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
unfamiliar words of the novel.

-The teacher gives opportunity for the rest of the students to share their opinions and argumentations towards the discussion if the presenter and the examiner group are difficult to come to an agreement. The students may agree or even disagree with either groups’ opinions and also may give additions, opinions or questions to the discussion.

- At the end of discussion the teacher should give evaluation on the performances of both groups-presenter and examiner. The comments are useful to let them know their mistakes and achievements, whether their presentation has filled the expectations. The teacher should also inform the following groups to avoid the same errors of the first presentations and discussion.
Appendix D

Pre-Reading Questions

1. How do you feel if your country is oppressed by other countries?
2. What do you do if your country is oppressed by other countries?

A. Please read the following passage carefully!

By ten-forty-five it was all over. The town was occupied, the defenders defeated, and the war finished. The invader had prepared for this campaign as carefully as he had for larger ones. This Sunday morning the postman and the policeman had gone fishing in the boat of Mr. Correll, the popular storekeeper. He had lent them his trim sailboat for the day. The postman and the policemen were several miles at sea when they saw the small, dark transport, loaded with soldiers, go quietly past them. As officials of the town, this was definitely their business, and these two put about, but of course the battalion was in possession by the time they could make port. The policeman and the postman could not even get into their own offices in the Town Hall, and when they insisted on their rights they were take prisoners of war and locked up in the town jail.

The local troops, all twelve of them, had been away, too, on this Sunday morning, for Mr. Corell, the popular storekeeper, had donated lunch, targets, cartridges, and prizes for a shooting-competition to take place six miles back in the hills in a lovely glade Mr. Correl owned. The local troops, big, loose-hung boys, heard the planes in the distance saw the parachutes, and they came back to town at double quick step. When they arrived, the invader had flanked the road with machine guns. The loose-hung soldiers, having very little experience in war
and none at all in defeat, opened fire with their rifles. The machine guns clattered for a moment and six of the soldiers became dead riddled bundles and three of the soldiers escaped into hills with their rifles.

By ten-thirty the brass band of the invader was playing beautiful and sentimental music in the town square while the townsmen, their mouths a little open and their eyes astonished to the music and staring at the gray-helmeted men who carried sub-machine guns their arms.

By ten-thirty-eight the riddled six were buried, the parachutes were folded, and the battalion was billeted in Mr. Corell’s warehouse by the pier, which had on its shelves blankets and cots a battalion.

By ten-forty-five old Mayor Orden had received the formal request that he grant an audience to Colonel Lanser of the invaders, an audience which has set for eleven sharp at Mayor’s five room palace.

**B. Answer the following questions**

1. Why the policemen and the postman can not do their duties well?
2. Who is Mr. Correll?
3. What is happen to the local troops?
4. Why do the invaders play brass band in the town square?
5. Why does Colonel Lanser make a formal request to Mayor Orden’s house?

**Post – Reading Questions**

a. What is the title imply?

b. How many characters can you find and how are they described?
c. What is the setting of *The Moon is Down*?

d. What are the problems that Mayor Orden must deal with?

e. Do you think this novel is interesting?