PARK’S MOTIVATION TO HELP ELEANOR IN HER TEENAGE LIFE STRUGGLE AS SEEN IN ROWELL’S ELEANOR & PARK

A SARJANA PENDIDIKAN THESIS

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

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DEDICATION PAGE

This thesis is dedicated to:

My eternal love, Allah Ta’ala
My beloved mother, Ibu Sunarti
My beloved father, Bapak Tavip Wahyudi Raharja
My incredible sister, Arida Prastifa

Verily, with every hardship comes ease.
Ash-Sharh:5
STATEMENT OF WORK’S ORIGINALITY

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

Yogyakarta, 15 June 2016

The Writer

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ABSTRACT

Prenandita, Dwiki. (2016). *Park’s Motivation to Help Eleanor in Her Teenage Life Struggle as Seen in Rowell’s Eleanor & Park*. Yogyakarta: English Language Education Study Programme, Department of Language and Arts Education, Faculty of Teachers and Education, Sanata Dharma University.

This study discusses a novel, entitled *Eleanor & Park* written by Rainbow Rowell. Park is a kid who wants to help his friend Eleanor who has come back to her family after being abandoned and staying with another family for a year. Eleanor has suffered a tough life in her teenage.

This study focuses on Park’s motivation to help Eleanor in her teenage life struggle. The first problem is the description of Park and Eleanor in the novel and the second problem is Park’s motivation to help Eleanor in her teenage life struggle.

Theories that are used in this thesis are character, characterization, personality and motivation. The psychological approach is used in this study. This study uses library research which takes some information related to the research problems from books and other sources to gain the data.

The results of the analysis show that Eleanor is a dynamic character and Park is a static character. It can be seen from their personal description. In the beginning of the story, Eleanor is an introvert person. However, Eleanor changes into someone who is more open. Meanwhile, from the beginning until the end of the story Park is an introvert, attentive and kind-hearted person. The result of the second formulated problem is that Park’s has intrinsic motivation to help Eleanor in her life struggle. It can be seen from his actions toward Eleanor. Park basically does it because of himself. He feels satisfied whenever he is able to help Eleanor because he can also prove that he is responsible and he can do something well.

**Keywords**: struggle, character, motivation
**ABSTRAK**


Penelitian ini membahas novel berjudul Eleanor & Park, yang ditulis oleh Rainbow Rowell. Park adalah seorang anak yang ingin membantu temannya yang bernama Eleanor yang baru saja kembali ke keluarganya setelah ditinggalkan oleh keluarganya dan tinggal besama keluarga lain selama satu tahun. Eleanor telah mengalami kehidupan yang berat pada usia remaja.

Tesis ini fokus pada motivasi Park untuk membantu Eleanor pada perjuangan hidup pada masa remajanya. Masalah pertama adalah deskripsi dari Park dan Eleanor di dalam novel dan kedua adalah tentang motivasi Park untuk membantu Eleanor pada perjuangan hidup pada masa remajanya.

Beberapa teori yang digunakan dalam novel ini, yaitu teori karakter, teori karakterisasi, teori kepribadian, dan motivasi. Pendekatan psikologis digunakan dalam penelitian ini. Penelitian ini menggunakan penelitian kepustakaan yang mengambil beberapa informasi yang berkaitan dengan masalah penelitian dari buku-buku dan sumber-sumber lainnya untuk mengumpulkan data.


Kata kunci: perjuangan, karakter, motivasi
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Warm regards

Dwiki Prenandita
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CHAPTER I
INTRODUCTION

This chapter consists of five parts which are the background of the study, the problem formulation, the objective of the study, the benefit of the study, and the definition of terms. The background of the study contains the reasons why the researcher conducts this study. The problem formulations state the problems which are discussed in this study. The objective of the study presents the aim of the study. The benefits of this study identify the contribution of the study for the development of knowledge. Then, the definitions of terms describe the keywords used in the study to avoid misunderstanding.

A. Research Background

According to Wellek and Warren (1962), literature can be defined as everything in print. There are many kinds of literature such as poems and novels. Literature has a function to relieve either the writers or readers from the pressure of emotions. The pressure of emotions means to get free of them.

Novel is one of the literary works. It represents the human’s life that is written into a story. Many things can be found in the story of a novel such as family life or a love story. Novel also provides knowledge for the readers. The reader is also said to experience release and relief (Wellek & Warren, 1962).

Novel also has many invented characters created by the author. Characters in the novel represent human’s experiences. Muffin and Ray (2003) say that
characters in the novel have personality, thought, emotion, physic, action, conversation and their effect on other characters like a real individual and human’s problems.

The researcher chooses the novel entitled *Eleanor & Park* as the object of analysis because the researcher is attracted to a character in the novel, Park. Park is a half Korean because his mother is originally from Korea. He has little brother named Josh. His father is obsessed with martial arts. Therefore, Park and Josh start to learn taekwondo since they are kids. Josh is better on taekwondo because he is bigger than Park. On the contrary, Park’s height is smaller compare to the other kids. His height becomes Josh’s advantage because Josh can compete with him easily on taekwondo. Therefore, his father likes to compare him with Josh. His father says that Josh is better than him. Park also has to deal with the kids in the school. They like to talk about him and his family.

Nevertheless, Park is a kid who helps his friend named Eleanor. His willingness to help Eleanor is something that rarely happens because he only knows Eleanor for several days. Park tries to know further about Eleanor, including her personal life. Eleanor is a sixteen years old and she is a teenager. According to Hechinger and Grace (1964), teenage is just like birth and death, it is inevitable. Teenage begins on thirteen or fourteen. Many things can happen during that period and it may influence the teenager’s life. In this case, Eleanor has suffered a tragic life which influences her present life.
When the kids meet Eleanor for the first time, they start to mock her because of her red and messy hair. They do not let Eleanor sits in the bus. Finally, Park lets Eleanor sit beside him in the school bus when nobody gives her a seat. Park also talks to Eleanor and he even lends his favourite comic. He makes a tape recording for her and he shares everything. Eleanor tries to change her life by making a relationship with Park, even though her father prohibits it.

The fact that Park helps Eleanor who has suffered a tough life is an interesting part of the story which makes the researcher wants to analyse. Furthermore, through the novel entitled *Eleanor & Park* by Rainbow Rowell, the researcher would like to discuss Park’s motivation to help Eleanor in her teenage life struggle.

**B. Objective of the Study**

This research is conducted to reveal Eleanor’s and Park’s description in the novel and to find out Park’s motivation to help Eleanor in her teenage life struggle as seen in Rowell’s *Eleanor & Park*.

**C. Problem Formulation**

Based on the research background that has been explained above, there are two research questions that can be formulated as follows:

1. How are Eleanor and Park described in the novel?
2. What is Park’s motivation to help Eleanor in her teenage life struggle?
D. Benefit of the Study

This study has some benefits for the readers, the teacher and parents, as well as for the development of English Language Education Study Program.

For the readers, this study is able to enhance their vocabulary. This study can also be a guide to understand more about someone’s motivation to help the others as depicted in the novel *Eleanor & Park*. Therefore, the readers will enhance their knowledge related to the novel.

For the teacher and parents, this study can help them in understanding their children’s motivation and needs and how these affect their behaviour. Both being a teacher and parents deal with children a lot. Therefore, considering their behaviour and psychological status is needed in order to handle them.

For the English Language Education Study Program, this can be one of the sources for literature review in writing other studies related to motivation and the novel itself, *Eleanor & Park*.

E. Definition of Terms

In this part, there are two terms that are related closely to this study. The definitions of terms need to be defined to avoid any misunderstanding since these will be used often in this study.

1. Motivation

Motivation is interest, willingness, and necessity of a person, which urge the behaviour toward goals (Huffman & Vernoy, 2000). In this study, motivation
is described as the needs, interests, and willingness within Park that urge the behaviour to help Eleanor in order to struggle in her life. This study will analyse more about what motivates Park to help Eleanor in her teenage life struggle.

2. Teenage

Teenage is a period of puberty, which begins on ages thirteen or fourteen (Princeton, 2010). In this period, a youth is characterized by marking the psychological changes, development of sexual feelings, efforts toward the construction of identity, and a progression from a concrete to abstract thought. Teenage is also considered as a transitional phase, which youth begin to separate themselves from their parents, but still lack of a role in the society. In this study, teenage is defined as Eleanor’s period of puberty in her life.

3. Struggle

According to Simmel (2006), a struggle is a way to achieve something. Simmel argues, “struggle paradoxically promotes social interaction of group of one’s struggle against” (p. 8). In this study, struggle means Eleanor’s fight against hardship in her teenage life.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theories that are used in order to analyse and solve the problems in this research. There are two main parts in this chapter which are the review of related theories and the theoretical framework. In the review of related theories, the researcher reviews theories which are related and relevant to the research. In the theoretical framework, the researcher clarifies the theories that are used to answer the problems.

A. Review of Related Theories

There are some theories that will be used in order to answer the formulated problems. Those theories are character, characterization, personality, and motivation that will be explained further.

1. Theory of Character

Character is an important element in the novel. The novel will be incomplete and uninteresting without a character because a character makes the story alive. Character will also help the readers to imagine and to feel the atmosphere of the story through its dialogues and actions. Nevertheless, characters are a part of the story in the novel and have an important role in it.

Abrams (1999) states that the definition of characters is: “The persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by
inferences from what the persons say and their distinctive ways of saying it—the
dialogue—and from what they do—the action” (p. 33). He believes that dialogues
and actions which are presented by each character in the story will help the
readers to find the characters’ motives and the values behind their action and
conversation.

Rohrberger and Woods (1971) also say that characters are like human
beings in real life. They have their own personality and appearance, which make
them different from one to another. It can be said that characters in the novel are
identified and are illustrated like human beings in the real life. Each of them has
their own uniqueness, appearance, and personality.

Perrine (1974) also states that there are two types of character, which are
static the character and dynamic character. The static character has the same
characteristic from the beginning of the story until the end of the story. On the
contrary, the dynamic character is the character that changes and develops in
certain conditions. It also experiences the permanent change in some aspects of
the character or personality. The change may be small, large, better or worse and
is important in the story. Based on the theories of character mentioned before, the
researcher identifies which types of characters Eleanor and Park are.

2. Theory of Characterization

It is important to know the characterization of each character in order to be
able to analyse the characters in the novel. According to Abrams (1999),
characterization is described as a poet or author’s use of action, description, and
dialogue that make a character more realistic in order to gain an emotional or intellectual reaction to the readers. Murphy (1972) states that there are nine ways of understanding the characters which are presented in the story by the author.

a. Personal Description

In the personal description, the author may describe a person’s appearance or clothing. The purpose for the readers is to be able to portray the character described and his or her appearances. The author may also describe clearly about what the characters look like and can also tell the readers about the characters in details (pp. 161-162). Nevertheless, the readers are able to imagine how that character looks like. It also helps the reader to create their own image of Eleanor and Park.

b. Characters as Seen by Another

The author is able to describe a character through the opinions, attitudes, views and comments of other characters instead of describing a character by himself. The readers will catch a reflected image of the characters the author means that way (p. 162). Some may comment or give the positive reaction to Eleanor and Park behaviour because they like her/him or see her/him as someone special. The purpose is to convey to the readers about the character described.

c. Speech

The author may describe a character through the way the character speaks. The author is able to give a clue about the character of the person described through the language he or she uses in the conversation that he or she engages
with other people. In addition, whenever that person states his or her opinions towards others, the readers will have a clue to her/his character (p. 164).

d. Past Life

The author may give a clue related to one character in the story to the readers through that character’s past life. By using the past life the author can present a clue to events that help to shape characteristics. The author can also lead the readers to an event when the readers can see the real character of the person described in the novel. It may be in the form of a direct comment, that person’s thoughts, his or her conversation with others, or by something extraordinary that he or she has done (p. 166).

e. Conversation of Others

The author can provide an explanation about a character through the conversation of other characters and what they say about him or her. Through this way, the readers will have a clue what others say about the character that may reveal what kind of character he or she is (pp. 167-168). By analysing what the other characters say about Eleanor and Park, the readers will have a better understanding of their real character.

f. Reactions

The author can describe the characteristics by displaying the way a character responses or reacts to various situations and events in a story. By knowing the reaction that a person shows in the novel, the readers may have a clue to what characteristics a character owns (pp. 168-170). It is because people
will normally react differently in various situations. Therefore, the researcher is able to know the characteristics of Eleanor and Park through their reactions.

g. Direct Comment

The author may give the readers a way to imagine the characteristics of the character when he or she gives comments and descriptions on it directly. The author may also give the comment explicitly as well as the author’s opinion related to the characters in the story. The readers will often have to guess and recognise the meaning of the author’s comment. The purpose is by recognising it, the readers will know what the author precisely wants to reveal about a particular character he writes in his novel (pp. 170-171).

h. Thoughts

The author can give the readers direct knowledge of what a certain character and another character are thinking about. The author can also write something that helps the reader to see the way the character described thinks and what that character feels (pp. 171-172). The purpose of knowing what the character feels or thinks is to reveal the characteristic of that character described.

i. Mannerism

A person’s mannerism or habit can also be characterised by the author to tell the readers something about the character’s characteristics both in negative and positive ones (p. 173). Through the whole story, the author can explicitly or implicitly tell the readers about a character’s characteristic. The manner that a
character owns later will strengthen the researcher’s opinion related to Eleanor and Park characteristics. Someone’s manner can also determine whether he or she is considered a good or a bad person. Someone who has a positive manner reflected her good behaviour is often considered as a good person.

3. Theory of Personality

This part tells about the theory of personality of children in general and the aspects which influence the development of children’s personality. The aspects are divided into two main groups which are internal and external aspects. Internal aspects are self-theories, family, and experience while the external aspect is social intervention.

a. Definition of Personality

According to Dweck (2008), personality is the consistent pattern of experience and action that are evident across multiple situations or life contexts. This pattern contains much more than temperament and habitual behaviour. Importantly, it also includes the way one perceives self, others, and events. Children personality is just as the general personality all people have. The difference is only in their temperament. Child psychologists have focused on temperament traits, the behavioural consistencies that appear early in life, that are frequently but not exclusively emotional in nature, and that have a presumed biological basis (Caspi, Robert, and Shiner, 2005). Nevertheless, one individual and others are different in personality. Therefore, their temperament traits are also different. Caspi, Robert, and Shiner (2005) also say that behavioural genetic
studies have established that individual differences in temperament. It is measured even during the first few years of life. Those differences are only partially heritable and are influenced by environmental experiences.

b. Aspects of Personality

Each person might have different types of personality because it is affected by many aspects in their life. There are two main aspects which influence the development of children personality. The first aspect is internal aspect and the second aspect is external aspect.

1) Internal Aspect

The internal aspects are the self-theories, experience, and family. Self-theories are the individual belief of people about themselves. Dweck (2008) says that beliefs play a critical role in how well people function. These are people’s self-theories. Some people have a fixed (or entity) theory, believing that their qualities, such as their intelligence, are simply fixed traits. Others have a self-theory, believing that their most basic qualities can be developed through their efforts and education. In the other words, it is the way how a person sees and appreciates himself.

Experience plays an important role in building and developing someone’s personality. According to Dweck (2008), experience includes the effect of domestic violence, abuse, or maternal depression on the development of
subsequent depression in children. Experience has the close relationship with the family factor. Family is the first thing that the children know and have. They determine the development of the children, both physically and mentally.

Based on Yusuf’s (2010) theory, the family factors which influence the development of children’s personality are: first, the function of the family; whether they are normal or abnormal. The normal family is the family which is really implementing the natural function such as giving affection to each other, being open and honest with each other, willing to listen to their children and appreciate their opinion, sharing, and having good communication. On the contrary, the dysfunction family is the family which cannot implement the natural function of the family. The characteristics of dysfunction family are the poor relationship between children and parents, high tension and low warmth, and the absence of one parent; divorce or died. It can also be a family which comes up from the poor marriage; one or both parents are having personality or psychological disorder. The poor interpersonal relationship of the family contributes to the mentality disorder of someone.

The second factor is the relationship pattern between parents and children or the parenting style. There are seven styles, which are overprotective, permissiveness, rejection, acceptance, domination, submission, and over discipline. Each of them is having their own advantages and disadvantages. For example, the acceptance style will construct a good personality of children. The children will be cooperative, friendly, loyal, honest, optimistic and cheerful,
trusted, having a good vision to reach their future, realistic, and having a stable emotion. Nevertheless, the rejection style will generate children whose characteristics are aggressive, submissive, silent, sadistic, and difficult to socialize (Yusuf, 2010). The rejected children will have regular and pleasing facial feature, their eyes are “soulful” and seem to express deep and desperate experience, paired with a resignation which children should not have (Erikson, 1950). Furthermore, this conviction has the less explicit outcome that the child has been in the wrong hands, and in fact has every reason to mistrust his “rejecting” parents.

The third factor is the social and economic class of family. There are three things in this factor. First, the lower class family is often to use physical punishment to educate their children. This technique generates children whose characteristics are aggressive, independent and having early sexual experience. Second, the middle-class family gives attention and control to their children. They feel responsible for their children’s development. They have the ambition to reach the better status and push their children to achieve the status by education and professional training. Third, the high-class family tends to make use of their down time to do certain activities. They have a higher reputation of education and love to develop their skill in art. Their children are usually having high self-esteem and tend to manipulate realistic aspects.

2) External Aspect

Another important aspect which influences the development of children’s personality is the external aspect. This aspect comes up from the outside of the
children. The external aspect is social intervention. Since the social aspect is the aspect which comes from the outside of the children and their family, this aspect may seem less important yet may give a big impact. This aspect has a relation with the self-consciousness of the children. For the first time, children will be attracted to anything new in their social life that they do not find in their family life; differentiation of persons and objects. McDougall (1960) says that as the differentiation of persons and inert objects, persons continue to be the more interesting to the young child, for they continue to be the main sources of his pains, pleasures, and satisfactions. His attention is constantly directed towards them, and he begins to imitate their behaviour.

There is another factor that generates the personality of children which is how the society treats them. Boys and girls are socialized differently to some extent in all societies. They receive different messages from their parents and other adults as to what is appropriate for them to do in life. They are encouraged to prepare for their future in jobs fitting their gender. Boys are more often allowed freedom to experiment and to participate in physically risky activities. Girls are encouraged to learn how to do domestic tasks and to participate in child rearing by baby-sitting. If children do not follow these traditional paths, they are often labelled as marginal or even deviant. Girls may be called tomboys and boys may be ridiculed for not being sufficiently masculine (O’Neil, 2006). If children experience and listen to the social opinion regularly, it is not impossible that the treatment from the society will define the personality of the children. Since then,
the child’s self-consciousness is nourished and moulded by the reflection of himself that he finds in the minds of his fellows (McDougall, 1960).

4. Theory of Motivation

Motivation is the study of why people think and behave as they do. People usually have reasons or goals why they think or do something. These reasons and goals are call as motivation (Graham & Bernard, n.d.). Everyone has their own motivation for doing something and reaching their goals. There are two kinds of motivations that human has in their life. The first type is intrinsic motivation. This motivation comes from them. They do something because it is inherently interesting and enjoyable (Ryan & Deci, 2000). When someone is intrinsically motivated to do or to act something, he does it with fun and challenge. The result will be better when someone does something because of the intrinsic motivation. Intrinsically motivated activity is the one which the reward is the activity itself and provides the satisfaction of innate psychological needs.

The second type is extrinsic motivation. This motivation comes from others. Most of the people do something based on this kind of motivation. In extrinsic motivation, people do the activity simply for the sake of enjoyment of the activity itself rather than for the instrumental value (Ryan & Deci, 2000). There are some categories of the extrinsic motivation. The first category is external regulation. In this category, behaviours are performed to satisfy the external demand or obtain externally imposed reward contingency. The second
category is interjected regulation. It is the internal regulation which controlling because a person performs an action based on the feeling of pressure in order to avoid guilt or anxiety. The third category is the regulation through identification. This type is the phase when a person has identified the personal importance of behaviour and has accepted the regulation as his or hers. The last category is integrated regulation. This type occurs when identified regulations have been fully assimilated into the self.

Motivation has a relation with personal construct theory which deals with how an individual organizes the perceived world (Weiner, 1980). The way how they organize their world can be seen from their behaviour. The behaviour is completely determined by the preceding thought process or the manner where the experience is understood. There are some fundamental postulate and behaviour concepts in human motivation. The first concept is fundamental postulate where someone is anticipating events. The person uses his senses and analyses his psychosocial to predict the future events.

The second concept is the individual outcome which means that persons differ from each other in their construction of events. It has the relation to the respond of stimulus situation that given to them. Although some people will get the same objective stimulus, their responses will be different. It is based on the difference manner of the stimulus which comes to them. That is why one motivation and others can be different although the stimulus is the same. The third concept is dichotomy outcome. This situation is where a person is considered as
honest and sincere or dishonest and insincere because all constructs are bipolar or dichotomous. The range outcome is the condition where a construction is not appropriate to all events. The focus of convenience refers to the area in which the construct is maximally useful. The last is experience outcome. This is the phase where a person’s construction system varies as he successfully construes the replication of events (Weiner, 1980). A construct is a skin to a hypothesis and the confirmation or disconfirmation may result in changing the constructs.

Human nature is the intrinsic aspect of humanity which is influenced by the biological factor as the major determinants and followed by the social and cultural factors that exist. According to Weiner (1980), there are some human needs which affect the motivation.

**a. Attachment**

It is necessary that human infants receive sufficient attention from parents. A child will always follow and duplicate his parents’ behaviour, especially his mother. Later, as long as they come to the high dependency period, children will form a bond with their mother or caretaker and it may influence their social responsibility. When separation occurs, whether it is temporary or permanent, it may cause depression to the children because they will lose the presence of their caretaker and it is something that commonly happens. During the separation survival, there will be anxiety because children will feel insecure about many things they face. There also will be a stranger anxiety which means the fear to meet strangers when their mother is absent.
b. Emotional Expression

There is a possibility that emotional expression served to communicate intentions and emotional states survived through natural selection. However, threat or glare at rivals is the expression of communication of the threat and may have been adequate to insure the group.

c. Language

Language is species-specific behaviour in communication. Here, in human language, there are rules of expressing relationships among words and it involves syntax which is not merely vocabulary or sets of labels representing objects.

d. Phobias

According to Weiner (1980), phobias involve associations that are often learned in one trial but are extremely resistant to elimination or extinction. There are strong fears that probably involve stimuli related to situations or object associated with threats to survival such as strangers, darkness, and uncertainty. Phobias are probably fears of stimuli for which our biological make-up predisposes us.

e. Bonds

Bonding is the species-specific tendency that had survival value in hunting societies and this is the consequence of evolution in human society, bonding is the tendency to feel safe in the group.

5. Psychological Approach
Psychology derived from Greek’s word, “psyche” and “logos”. Psyche means soul and logos means science. Psychology means scientific study of behaviour and mental processes (Sandtrock, 2005). The term of psychology is about science, behaviour, and mental processes. As a science, psychology uses systematic methods to observe, describe, predict and explain behaviour. Behaviour is every single thing organism does that can be observed. Human’s behaviour also shows their personality. In psychology, someone’s personality can be analyzed through their actions toward something that happen to them. For that reason, in psychology, it is desirable to obtain results in describing the behaviour of many different people.

The approach used in the study is psychological. The psychological approach is employed because it has much to contribute to the understanding of literature and that it permits a conceptual clarity that cannot be derived from literature alone (Paris, 1997). Psychological approach is used in order to analyse the characteristics description of Eleanor and Park in the novel and also to analyse Park’s motivation to help Eleanor in her teenage life struggle. Moreover, this approach is chosen to help the researcher to understand the characters easier.

**B. Theoretical Framework**

This research uses the psychological approach. Theories of character, characterization, personality and motivation are used in order to answer the formulated problems.
The theories of character by Abrams about the characters’ motives and the values in the action and conversation, Rohberger and Woods theories about characters personality and appearance, and Perrine’s static and dynamic character. Theories of characterization in a novel by Murphy, and theories about aspects of personality by Dweck are used to analyse and explain the characteristics of Eleanor and Park.

The theories of motivation by Graham and Bernard, Ryan and Deci, and Weiner are used to help the researcher to examine Park’s motivation to help Eleanor in her life struggle.
CHAPTER III

METHODOLOGY

This chapter consists of three parts. They are the object of the study, the approach of the study, and the research procedure. The object of the study is the explanation of the novel which is analysed. The approach of the study discusses the psychological approach which is used in this study. The research procedure explains the step of analysing the novel.

A. Object of the Study

The object of the study is a novel entitled Eleanor & Park was written by Rainbow Rowell. The researcher is interested in the novel because of a character in the novel, Park. He tries to know deeper about Eleanor, especially her personal life because he thinks that he has something in common with her, which wants to be left alone. After Park knows about Eleanor’s life, he helps her who basically suffers a tough life. He shares everything with Eleanor including shares his favourite comics, tapes and his personal life. His presence changes Eleanor’s life into something that is better. The novel was first published in Great Britain in 2012. It is the second novel written by Rainbow Rowell. It consists of 329 pages and 58 chapters.
B. Approach of the Study

This study uses psychological approach. The psychological approach is used because it has much to contribute to the understanding of literature and that it permits a conceptual clarity that cannot be derived from literature alone (Paris, 1997). The use of this approach is to find out and analyse the personality of Eleanor and Park when they face problems and situations in their life. In this case, Eleanor is facing the agony where she never receives the affection from anyone around her. Moreover, this approach is chosen to help the researcher to understand the character easier. The basis of this approach is the idea of the existence of human consciousness, impulses, desires, and feeling about which a person is unaware but influence emotions and behaviour. Moreover, the characteristics and behaviour of the characters are seen from the psychological view. In addition, Park's motivation to help Eleanor in her teenage life struggle will be analysed using this approach because they have a relation with the psychology. This approach employs psychological view and several theories to analyse and solve the problem.

C. Method of the Study

The researcher used library study or collecting data from various references as the method to get the primary and the secondary data. The researcher also used various references from the online sources. In another word, the data were gathered from books and online research or journals.
First, the novel *Eleanor & Park* by Rainbow Rowell is the primary data in this study. The researcher read the novel for several times to understand the content and find the interesting and important items to be discussed. The researcher decided to analyse the characters’ characteristics which are Eleanor and Park’s personality and Park’s motivation to help Eleanor in her life struggle by using the psychological point of view.

Second, the researcher tried to find the other references and relevant sources to support the study. The relevant sources were used to help the researcher to analyse the problem. Third, the researcher determined the theories and approach be applied in this research. The approach used was the psychological approach. The research adopted theories about the aspect of personality which were the intrinsic and extrinsic aspect, character and characterization theory, and motivation theory. The researcher used some books and theories to support the ideas to analyse and solve the formulated problems.
CHAPTER IV

ANALYSIS

This chapter aims to answer the problems presented in the study. Firstly, the analysis focuses on the description of Eleanor and Park as the major characters in the Rowell’s *Eleanor & Park*. Secondly, the analysis concentrates on the Park’s motivation to help Eleanor’s life struggle in the Rowell’s *Eleanor & Park*.

A. The Description of Eleanor and Park

In order to have a deeper understanding of Eleanor’s teenage life struggle and Park’s motivation to help Eleanor in her teenage life struggle, the elaboration of Eleanor’s and Park’s character is needed. There are some characters in the novel entitled *Eleanor & Park* by Rainbow Rowell. They are Eleanor, Park, Richie, Sabrina, Jamie, Mindy, Tina, Steve, Josh, Ben, Massie, Mouse, Richie Jr, Mr. Stessman, DeNice, Beebi, and Cal. Eleanor and Park are often told in the story. In order to give a clear understanding, the description of Eleanor and Park is divided into two parts, namely the physical description and also the description of their personality in the novel.

1. Physical Description of Eleanor as a Teenager

Eleanor’s physical description has to be explained further because that is the reason why she is usually mocked by the other kids in the school. In the
beginning of the story in the novel, Eleanor is described as a weird person. Her appearance could attract people’s attention because it is quite unusual for a teenager to dress like her. She usually wears unmatched clothes with strange accessories. Meanwhile, teenagers usually wear something which not attracts people’s attention. Eleanor’s appearance makes her look different with the other kids. This comment could be seen from her friend, Park in the bus when he meets her for the first time.

Not just new – but big and awkward. With crazy hair, bright red on top of curly. And she was dressed like … like she wanted people to look at her. Or maybe like she didn’t get what a mess she was. She had on a plaid shirt, a man’s shirt, with half a dozen weird necklaces hanging around her neck and scarves wrapped around her wrists (p. 7).

According to Murphy (1972), another character can also describe a character through opinion also can be seen in the novel. Park thinks that Eleanor is someone who has messed-up attire with red curly hair. She wears man’s shirt with weird necklaces on her neck and scarves on her wrists. Her appearance makes everyone spontaneously look at her and they define her as a weird person. “Even if she was weird. (Jesus, was she weird. Today she was dressed like a Christmas tree, with all this stuff pinned to her clothes, shapes cut out of fabric, ribbon …)” (p. 24). Implicit comment from Park is also the author’s way to imagine Eleanor’s characteristics as Murphy (1972) theory of characterization. Park’s opinion toward Eleanor is Rowell’s way to give the reader a chance to imagine Eleanor’s characteristics. Eleanor never looks ashamed with her appearance because even
though her friends think that she is weird, she keeps wearing those strange clothes. Even, she adds some unusual accessories like cut out fabric and ribbon.

Eleanor’s mother is a beautiful woman and Eleanor looks like her mother in a different way. She has a bigger body than her mother. “Eleanor looked like her mother through a fish tank. Rounder and softer. Slurred. Where her mother was statuesque, Eleanor was heavy. Where her mother was finely drawn, Eleanor was smudged” (p. 18). Her mother is always calm even though she actually has a lot of problems in her life, especially when she has a fight with her husband and she has some physical injury. On the contrary, Eleanor would rather leave the house instead of having a fight with her step-father.

In teenage life, dominating the others is something that commonly happens. Eleanor also experiences being dominated by another kid in the school. She is dominated by Tina. Tina is the popular girl in school who always mocks Eleanor. When she meets Eleanor for the first time, she calls Eleanor Bozo, which means stupid. Afterwards, she calls Eleanor Raghead because she thinks that Eleanor’s hair looks like a rag. “She had everybody else in their gym class calling Eleanor Bozo, but Tina had already moved on to Raghead and Bloody Mary. ‘Cuz it looks like your whole head is on the rag,’ she’d explained today in the locker room” (p. 23). In this case, Tina tries to dominate the school by mocking the other kids including Eleanor.

In line with Murphy’s (1972) theory of characterization, in this novel Eleanor’s characteristic can be described through Park’s opinions. “Eleanor,
today, was wearing her sharkskin suit jacket and an old plaid cowboy shirt. She had more in common with his grandpa than his mom” (p. 124). Park actually cannot agree more with his mom. His mom says that Eleanor is a tomboy because she wears something big and looks like a boy instead of a girl. Eleanor tends to use something bigger than her size. “She was wearing an orange argyle sweater today, way too big, with her silky green tie and baggy painter’s jeans” (p.162). Park often gives his opinion about Eleanor’s appearance implicitly. He never directly tells about what he sees in Eleanor’s appearance. Park likes the way Eleanor dressed, no matter what it is.

2. Personal Description of Eleanor as Teenager

In order to describe Eleanor’s personality, the theory of personality is used in this section. Personality is the consistent pattern of experience and action that are evident across multiple situations or life context as Dweck (2008) says. Therefore, Eleanor’s life experiences and actions in the novel will be explained as follows.

a. Introvert

Jung (1971) says that introvert is a reflection of an individual’s attitude toward the external world distinguished by the “direction of general interest”. A person with introvert attitude has his or her general interest that is directed toward their inner world, which is the source of their energy. Eleanor’s attitude toward the external world will be described as follows.
Eleanor has ever been abandoned by her family. Her past experience influences her present life. She is different from the other teenagers in her age. She does not have any close friend except herself. She rarely talks to other people except her mom and her siblings. She also never likes to mingle with new people. “I hate meeting new people”, she whispered (p. 127). She tends to be invisible whenever she gets into a new society. She avoids any direct contact with other people. She likes to be left alone than to deal with the other people. “At least he didn’t ever talk to her. Or look at her” (p. 24). Eleanor never wants to be noticed by the others, especially Park; an Asian kid who always sits beside her on the school bus. She always pretends not to see him or other kids. It is really different with other teenagers who usually look for attention. “The girl sat down. She didn’t say anything –thank God, she didn’t thank him – and she left six inches of space on the seat between them” (p. 9). The first time Eleanor gets into the bus, nobody lets her sit. She keeps looking for empty space but they still do not let her sit in the empty space. Park actually tries to ignore her, however, he cannot do it. He finally lets Eleanor sit beside him. Nevertheless, Eleanor does not say anything, which makes Park relieved because he does not have to make a conversation with the new girl who sits beside him. “She didn’t talk to him on the ride home” (p. 13). Eleanor still remains silent when they get home. She does not thank him for giving her a space to sit. Eleanor does not say a word to him.

Yusuf (2010) states that relationship between parents and children will influence the children’s personality. The example can be seen from Eleanor’s
introvert personality. Her introvert personality is the effect of the rejection parenting system. Eleanor’s step-father never likes her and she is kicked out from her house for a year because she plays piano at night. Her step-father does not like to be bothered. Therefore, he kicks Eleanor out from the house. Being rejected makes Eleanor difficult to socialize and she has an introvert personality. Even though Eleanor has talked to Park for several months, Eleanor still does not want to talk about her family. “She wouldn’t talk about her family or her house. She wouldn’t talk about anything that happened before she moved to the neighbourhood or anything that happened after she got off the bus” (p. 108). Park always tries to make her speak about her personal life, but Eleanor keeps it for herself. Park ever forces Eleanor to talk about her family life, however, Eleanor still does not want to share it, especially with Park because Eleanor thinks that Park has a perfect family that she always wants. Eleanor just wants to keep the story about her family for herself. Based on the evidences above, Eleanor’s attitude toward the external world can be said as an introvert attitude because she does something based on herself.

However, Eleanor’s personality changes at the end of the story. She finally talks to Park about her family and tells him everything. On the phone call, Park asks when he will meet her again, she says that it is impossible for her to meet him. Park keeps asking why he cannot meet her. Eleanor does not directly answer this question. There is a pause, afterwards, Eleanor replies that his father does not like to see Eleanor mingles with the others. “Because,’ she said, ‘because my
Eleanor explains further why she cannot meet Park. She directly says that she is not even allowed to talk to the boys. ‘I’m not even allowed to talk to boys.’ (p. 111). She says that his father does not like her. “He doesn’t care. He just wants to kill me.” (p. 111). Eleanor finally talks to Park about her step-father. She shares her personal opinion about her step-father. “Because my stepfather is crazy.” (p. 111). She tells Park that her step-father is crazy and she really hates him. Eleanor also explains why she hates her stepfather. “Because he’s a bad person. Just … trust me. He’s the kind of bad that tries to kill anything good. If he knew about you, he’d do whatever he could to take you away from me.” (p. 111). She wants to explain to Park that she is not able to see him as much as she wants because her father will find it out and do something.

She also has friends, DeNice and Beebi. Eleanor starts to hang out with them. “DeNice and the other girl, the big girl, Beebi, talked to Eleanor now in gym” (p. 62). Now, Eleanor not only has Park as her friend, but she also has DeNice and Beebi. She even makes a joke to DeNice and Beebi. ‘I’m going to tell Mrs Burt that my mom doesn’t want me to do anything that might rupture my hymen,’ Eleanor said. ‘For religious reasons.’ (p. 62). Eleanor no longer sits alone in the lunch time. She sits with DeNice and Beebi because they ask her to sit together. “She sat with DeNice and Beebi at their usual table by the windows.” (p. 63). Perrine (1974) says that there are two types of character, which are the static character and dynamic character. Based on the analysis in this novel, Eleanor is a
dynamic character because her character changes from introvert person to be more open.

b. Anxious

According to Joyce Catlett, an author and lecturer, anxious is an action of being worried. It is affected by the emotional environment and the kind of care that available to them. A person with anxious feeling tends to be worried about something that happen or will happen to him or herself.

Eleanor is a girl who has been left by her family at her young age. At that age, a child should be educated and accompanied by the caretaker, especially a mother. According to Allers (1951), a relationship between mother and the child is possibly the most intimate of all the forms of association between two persons. In this novel, Eleanor does not have a good relationship with her mother because she is abandoned for a year and has to stay with another family. That experience makes Eleanor feel unwanted. She always remembers how her stepfather asks her to move out from the house and throws her stuff. Eleanor’s past experience plays an important role in building and developing Eleanor’s personality. It is the evidence from Dweck (2008) theory of personality.

She is always afraid of people touching her old stuff, including her siblings. “No.” For the moment, all Eleanor could think about is keeping her box safe. “She didn’t want Massie to see her colored pencils and clean paper” (p. 27). She has a lot of memories in her old stuff and only some of them are left. That is the reason why she never wants anybody to touch or see her stuff.
There is a day when Eleanor finds out the person who always writes nasty words in her book. She knows that her stepfather does it. Afterwards, she decides to run away from the house, even she runs faster than when she runs in gym class because she is incredibly afraid. “Then she was out the window and on the porch and running down the street faster than she’d ever run in gym class” (p. 285). Eleanor does not even know where to go, all she can only think is just run as fast as she can. ‘No,’ Eleanor said. ‘He’s going to kill me.’ It was true, she realized, even if it wasn’t” (p. 287). Eleanor insists that her stepfather will kill her because he hates her. The nasty words in her book are the evidence of how horrible her father is. When she arrives at Cal’s house after running, she just barely breathes and all of her body are shaking because she is really scared of the fact that she just finds out. She needs time to simmer down herself until finally she tells Cal what is going on.

Eleanor is always worried of people knowing her relationship with Park. Therefore, she never tells that to anybody, not even her mother. “She pulled away when the bus stopped. She never lets him hold her hand once they were off the bus. She wouldn’t touch him in the hallways. ‘People will look at us,’ she always said” (p. 154). Eleanor and Park often spend their time together, nevertheless, Eleanor still does not want anybody knows about her and Park. She thinks that if anybody knows about them, they will mock them and make Park uncomfortable. She is afraid that Park will leave her. Park is her whole new world, she cannot
imagine what will happen if she has to stand by herself. She is afraid of dealing with the kids in school on her own.

Another thing that Eleanor is really worried is her step-father, Richie. Eleanor thinks that her family is completely a mess far before Richie is there. Richie’s presence in her family is another chaos because he always does something terrible, like he tends to use high tone whenever he speaks to Eleanor or her mom and he does physical abuse to her mom. Those experiences make Eleanor really anxious about Richie. Eleanor used to write a song and she has to do it when Richie is sleeping because Eleanor writes the song with her little piano and the voice from the piano is something that Richie does not like. “She didn’t want him to see it in her eyes, so she pressed her face into her hands in her pillow” (p. 156). One day, Eleanor keeps writing a song without realizing that Richie is really mad. Richie goes upstairs and says rude words to her. He even breaks the piano. Eleanor could not stand that and she just hides her face in her pillow.

Park realizes that something happens to Eleanor. “She was quiet, and she kept running her bottom lip through her teeth, making it go white, so that you could see that her lips had freckles, too” (p. 165). Park knows that Eleanor is nervous. Eleanor is afraid if Park’s mom will not like her for the second time because she has met Park’s mom but his mother seems to dislike her. She feels uncomfortable with that and decides to leave Park’s house without saying goodbye to another family members. By seeing the reaction that a person shows in
the novel, the readers could have a clue to what characteristics a character owns (Murphy, 1972). In this case, Eleanor’s reaction toward Park’s invitation to visit his home shows that she is anxious of being rejected by Park’s mother. She does not want if that thing happens because she wants to get close with Park’s family.

Eleanor is an anxious person based on the evidences above. The evidences show that she is anxious about her present life, especially the things that happen in her home and her school. She is also anxious about something that will happen to her if her father or her friends find out about her relationship with Park.

3. Personal Description of Park

The theory of personality is used in order to describe Park’s personality. According to Yusuf (2010), there are family factors which influence the development of someone’s personality. In this novel, Park’s personality is also affected by his family. It can be seen in the story, therefore, Park’s personality is explained as follows.

a. Introvert

According to Jung (1971), introvert is a reflection of an individual’s attitude toward the external world distinguished by the “direction of general interest”. A person with introvert attitude has his or her general interest that is directed toward their inner world, which is the source of their energy. They tend to be left alone and enjoy their own world. Park remains silent whenever he gets to the school bus and he just lives in his own world. He tries not to have an interaction with other kids, especially the popular one. He never mocks or yells to
the other kids like everyone else do. “He definitely wasn’t one of them, the bus
demons. He didn’t talk to anyone on the bus” (p. 39). He only talks to his mate,
Cal. “Park pressed his headphones into his ears” (p. 5). Park tends to listen to his
Walkman than to have a conversation with other kids on the school bus. When
other kids mock Eleanor at the first time she gets on the school bus, Park just
keeps silent and avoids any contact with her. Even though Eleanor sits right
beside him, he never says a word to her in the beginning of their meeting. “Park
managed another smile and slunk back into his seat, putting his headphones back
on and cranking up the volume” (p. 6). His headphone is his world. Comic is the
other thing that he really likes to read when he does not listen to his Walkman. He
would rather read comic or listen to his Walkman than having any conversation
with other kids.

b. Kind-hearted

According to Yusuf (2010), the family will influence the development of
children’s personality. The example can be seen from Park. Park is growing-up in
a great family where they communicate with each other. Therefore, it makes him
to be a good person. Nevertheless, he has a problem with driving a manual car and
with his little brother, especially on taekwondo. Above that, he is a very kind-
hearted man that always helps his family or friends. “That stupid Asian kid totally
knew that she was reading his comics. He even looked up at Eleanor sometimes
before he turned the page, like he was that polite” (p. 38). He never meets Eleanor
before, however he still tries to be nice. They never have any conversation, but
Park still lets Eleanor read his comics by turning the page slowly. Comic is his favourite thing beside his Walkman, but he shares the comics with the girl who sits beside him, Eleanor. “When Eleanor got on the bus that afternoon, the Asian kid opened up Watchmen right where they’d left off” (p.39). Park does not even continue his reading in the class, he keeps it because he does not want Eleanor misses it.

Park gives the comic to Eleanor without saying a word. “They were still reading it when they got to Eleanor’s stop – there was so much going on, they both stared at every frame for, like, entire minutes – and when she got up to leave, he handed it to her” (p.39). Park lends the comic to Eleanor, therefore, Eleanor is able to read it at home. Even though Park has not finished reading it, he does not mind to let Eleanor read and bring the comic home. Eleanor rejects the comic, however, Park still insists Eleanor to take it. Finally, Eleanor gets the comic and brings it home.

Park makes a tape for Eleanor. “‘It’s for you, take it,’ he whispered. He looked up from her hands to her dropped chin” (p. 51). Park wants Eleanor to listen Dead Kennedys because he knows that Eleanor is interested in the tape. According to McDougall (1960), for the first time, children will be attracted to anything new in their social life that they do not find in their family life. In this case, Eleanor is interested in Park’s Walkman because she does not have it. Her family does not have any electronic devices. Therefore, Eleanor wants to try the tape. Park knows that, nevertheless he makes a tape for her. Park also puts his
headphones over Eleanor’s hair. He just wants to be kind to Eleanor because he knows that she must have a tough day in the school plus she has to deal with the kids on the school bus. Everyone stares at her like she is weird and sometimes they mock her because of her attire. That is why Park tries not to bother her. Instead of sitting together without any conversation, then Park starts to lend her his comics and the tape. He wants to share it with her in order to make a friendship. “She told herself that Park’s family must be decent people because they’d raised a person like Park” (p. 163). Eleanor knows that Park is a good person. She thinks that his family is a good one because they teach Park really well. She also thinks that Park has been raised to be a good person.

Besides, Park is a kid who always helps his family. “Park got up to help her. His dad got up to give her a welcome-home tongue kiss” (p. 145). When his mother comes home after going to the grocery, he directly brings all the things that her mother buys. He does not need to be told that he has to help her mother or the rest of the family because it is something which is automatically done by Park.

c. Attentive

Park is an attentive person. He always cares about everyone around him. “Now, he felt the fight rising up in his throat whenever he thought of people making fun of her” (p. 92). Park is pissed whenever someone makes fun of Eleanor. Park thinks that the kids are out of control and their words are too much. “It had been so hard, on the bus, to pretend that it didn’t bother him. He didn’t want to make anything worse for her – he’d put his hands in his pockets and
pressed them into his fists, and held them that way all morning long” (p. 92). Whenever the other kids make fun of Eleanor, Park always tries to be fine, when actually he is really mad. He tries to control his anger all the way to school. Park does not know why the other kids keep mocking and talking about Eleanor. The fact is that Eleanor’s appearance is quite weird, but he thinks that mocking or talking about Eleanor every single day is too much. “Park took a few steps back, then cranked his shoulder forward, spinning into the air and kicking Steve right in the mouth” (p. 92). Steve is the one who always makes fun of Eleanor. One day, Park cannot resist that anymore. When he gets down on the school bus, he directly kicks Steve in the mouth. He does not care for everyone who looks or yells at him because he defends Eleanor, a weird girl according to other kids. After the fight with Steve, Park is suspended from the school for two days and his mother is really mad at him.

Meanwhile, his father is a bit surprised and proud because Park is able to do the spinning before kicking Steve’s mouth. His father always compares him with Josh. Therefore, finding out that Park can do the spinning make his father a bit surprised. ‘I’ll drive you,’ he said”, (p. 294). Eleanor runs away from her home because of her step-father. She is going to her uncle’s house in Minnesota. Park initiates to drive Eleanor because Minnesota is quite far from their house. Even though Park cannot drive the manual car well, he still wants to drive Eleanor. He begs his father to let him go to drive Eleanor.
Park notices that Eleanor’s shirt is wet because of running out from home.

“‘Here,’ Park said. He was taking off his sweatshirt. Then his T-shirt. He handed the T-shirt to her. It was green and said ‘Prefab Sprout’” (p. 307). Park thinks that Eleanor will be sick if she keeps wearing her shirt, then he decides to give his T-shirt. He wants to make sure that Eleanor will arrive in her uncle’s house safely. Park’s personality does not change from the beginning until the end of the story. He is an introvert, attentive, and kind-hearted person. Perrine (1974) says that static character has the same characteristic from the beginning of the story until the end of the story. Therefore, it can be said that Park is a static character.

B. Park’s Motivation to Help Eleanor in Her Life Struggle

In order to find out the meaning of Park’s motivation to help Eleanor in her teenage life struggle, theory of motivation is applied in this study. Park’s motivation to help Eleanor in her teenage life struggle can be seen from his actions towards Eleanor. Eleanor is a girl who has to struggle in her life. She has a bad tempered step-father and she has three little siblings. Eleanor and her family live in a small house. “There were only five rooms in the house, and the bathroom just barely counted. It was attached to the kitchen – like literally attached, without a door” (p. 17). When Eleanor wants to take a bath, her mother has to wait outside to make sure that her step-father does not see her. “‘Okay, okay,’ she said, pushing Eleanor into the bathroom. ‘Give me your clothes, I’ll watch the door’” (pp. 49-50). She also has to share the bedroom, which is quite small with her
siblings. “The room was tiny, just big enough for a dresser and some bunk beds” (p. 7). The first time Eleanor gets into the new school, nobody wants to give her a seat on the school bus. She tries to find out an empty seat, however, the kids do not let her sit beside them.

‘Hey,’ Tina said sharply.
The girl kept moving.
‘Hey,’ Tina said, ‘Bozo.’
Steve started laughing. His friends fell in a few seconds behind him.
‘You can’t sit there,’ Tina said. ‘That’s Mikayla’s seat.’
The girl stopped and looked up at Tina, then looked back at the empty seat.
‘Sit down,’ the driver bellowed from the front.
‘I have to sit somewhere,’ the girl said to Tina in a firm, calm voice” (p. 8).

Instead of giving Eleanor a place to sit, Tina starts to mock her by calling her Bozo, which means stupid. Tina is the most popular girl in the school and she has friends who always stand beside her and do what she does. She also likes to bother other kids, especially the one who is considered as weak including Eleanor.

Tina even gives another name for Eleanor.

‘Watch it, raghead.’
Tina pushed roughly past Eleanor and climbed onto the bus.
She had everybody else in their gym class calling Eleanor Bozo, but Tina had already moved on to Raghead and Bloody Mary” (p. 23).

Eleanor never says a word when Tina calls her Bozo, Raghead or Bloody Mary. She does not want to deal with the kids, but actually, she is sad because of their words. Tina always bothers Eleanor with her words. She treats Eleanor as her new victim. “ ‘Red isn’t your color, Bozo,’ Tina had said the first time Eleanor suited up. The other girls all laughed, even the black girls, who hated Tina” (p. 23). Tina
ever does something terrible towards Eleanor after the gym class. She put Kotex pads in Eleanor’s locker.

“It was covered with Kotex pads. A whole box, it looked like. At first Eleanor thought the pads were actually bloody, but when she got closer she could see that it was just red magic marker. Somebody had written ‘Raghead’ and ‘Big Red’ on a few of the pads, but they were the expensive kind, so the ink was already starting to absorb” (pp. 54-55).

After finding out those pads, Eleanor tries to take off the pads and starts to cry. She does not know why Tina always does something bad towards her. Another thing happens in the school bus. When Eleanor and Park have their conversation, suddenly Steve starts to yell and he is followed by the other kids.

“Steve was standing at the back of the aisle, waving his gorilla arms like a conductor.

*Go. Big. Red.*
*Go. Big. Red.*
*Go. Big. Red.*
She looked around. Everyone was saying it” (pp. 132-133).

Meanwhile, Eleanor also has to deal with his step-father at her home. Eleanor has to obey all the rules that have been made by her mother for her step-father’s sake. Eleanor and her siblings have the dinner before her step-father, Richie comes home. “Her mom reached out and touched Eleanor’s shoulder, just for a second. ‘The little kids will be home in twenty minutes or so,’ she said, ‘and we’ll eat dinner around 4:30. I like to have everything settled before Richie comes home” (p. 19).

Eleanor always finds nasty words such as “do i make you wet?” (p. 285), “pop that cherry” (p. 285), “suck me off” (p. 286), “i know you’re a slut you smell
"like cum" (p. 287) in her book. She starts to assume who does it, however she
does not know who exactly the person is. One day Eleanor finds out that her step-
father writes something for her. She finds a letter in her bunk. “Do you think you
can make a fool of me? This is my house do you think you can hore around my
neighbourhood right under my nose and I’m not going to find out is that what you
think? I know what you are and its over” (p. 282). Eleanor thinks his father writes
it because he knows that Eleanor has a friend and he does not like it. That letter
makes Eleanor really hate her step-father.

Park is Eleanor’s friend in the school. He also has several bad experiences
related to his family and the kids in school. Park is smaller compared to other kids
in the school because he is a half Korean. “...Or maybe it wouldn’t even be an
issue – Park might never get any taller than five foot four. He might never grow
out of the clothes he had now” (p. 25). Park feels inferior because of his height.

Besides, the kids in the school are annoying.

‘Park,’ Steve said, ‘tell Mikey about drunken monkey karate.’
‘I don’t know anything about it.’ Park shrugged.
‘But it exists, right??’
‘I guess I’ve heard of it.’
‘There,’ Steve said. He looked for something to throw at Mikey, but
couldn’t find anything. He pointed instead. ‘I fucking told you.’
‘What the fuck does Sheridan know about kung fu?’ Mikey said.
‘Are you retarded?’ Steve said. ‘His mom’s Chinese.’
Mikey looked at Park carefully. Park smiled and narrowed his eyes.
‘Yeah, I guess I see it,’ Mikey said. (p. 6)

They always have a target to be mocked. Therefore, Park thinks that the best way
is to be invisible in order to avoid the kids. Just like when the kids talk about the
karate and ask Park several questions. Park tries to answer them and returns to listen to his Walkman. “Park managed another smile and slunk back into his seat, putting his headphones back on and cranking up the volume” (p. 7).

Park also has to deal with his father who always compares him to his little brother. His father teaches him to drive a manual car. However, he cannot shift the gear correctly and his father starts to mad at him. “Clutch, shift, gas. The pick-up died. ‘You’re thinking too much,’ his dad snapped.” (p. 79). His dad even compares him with his little brother because his little brother learns faster than him. “The truck died again. Park put his hands at ten and two and laid his head on the steering wheel, bracing himself. His dad was radiating frustration. ‘Goddamn, Park, I don’t know what to do with you. We’ve been working on this for a year. I taught your brother to drive in two weeks.’ ” (p. 79). Even though his father is mad at him, his father still asks him to try it again because his father wants to see Park drive the car correctly like his little brother does.

‘Try it again,’ his dad said.
‘No, I’m done.’
‘You’re done when I say you’re done.’
‘No,’ Park said. ‘I’m done now.’
‘Well, I’m not driving us home. Try it again.’
Park started the truck. It died. His dad slammed his giant hand against the glove box. Park opened the truck door and jumped to the ground. His dad shouted his name, but Park kept walking. They were only a couple miles from home” (p. 80).

His father definitely drives him crazy. Park cannot stand it anymore then he decides to walk instead of driving home with his father. Park feels his father always defends his little brother, both in taekwondo and in driving a car. Park
thinks that his father likes his little brother a lot. His mother is the one who always defends him. When his little brother, Josh says some dirty words to him, his mother directly reminds Josh not to say those words again. “Their mom came up behind Josh and thumped him on the head. ‘Don’t cuss, dirty mouth.’ She had to reach up to do it” (p. 24).

When Park meets Eleanor for the first time, he thinks that he has something in common with the new girl even though he never knows her. He realizes that Eleanor is just the same as him, both of them want to be left alone.

The first time Park meets Eleanor, he offers Eleanor to sit beside him on the school bus when nobody wants to give the empty space for her. “‘Sit down,’ he said” (p. 5). According to Weiner (1980), Park’s experience about his father who always compares him with Josh makes he realizes that Eleanor also experiences the same. That is why Park lets Eleanor sit beside him. Park does not want to see a freshman being mocked by other kids with a loud voice because Park is usually mocked by his little brother in taekwondo battle and is also mocked by his father when he cannot shift the gear in manual the car correctly. He does not want anybody else to feel the same as he does.

Besides, Park lets Eleanor read his comic. “That stupid Asian kid totally knew that she was reading his comics. He even looked up at Eleanor sometimes before he turned the page, like he was that polite” (p. 38). He tries to turn the page slowly and makes sure that Eleanor reads the same part as him. This evidence could be classified as an internal aspect of motivation. Park does that thing
because it makes him happy to share something that he really likes to another person. He also needs to be recognized. His father never gives him any compliment because his father always thinks that Josh is better than him. Nevertheless, sharing his comic with Eleanor is something that makes him satisfied because he is able to prove that he can do something well. He wants to prove that he is as good as Josh. Ryan and Deci (2000) say that intrinsic motivation is where a person does something because it provides the satisfaction of innate psychological needs. In this case, Park’s psychological need is to be able to show his father that he can do something well.

Park also goes to Eleanor’s house to give the Watchman comic. “He didn’t know where Eleanor lived, exactly. He knew where she got on the bus, and he knew that she lived next to the school … It must be this one, he thought. He stopped at a small white house” (p. 66). Even though Park does not know where Eleanor’s house is, he still tries to find it. He wants to give the Watchman comic to her. According to Ryan & Deci (2000), as a human, Park needs a companion whom he can talk to because Park does not have any close friend in the school. He just barely talks to the other kids and dislikes them because they tend to talk about somebody else in the school. Meanwhile, Park actually wants to be left alone. Therefore, Park tries to be friendly to Eleanor because he thinks that Eleanor also wants to be left alone. Park shares everything with Eleanor, which is started by letting her sit beside him on the school bus. Afterward, Park and Eleanor start to talk. Park also shares his comic with Eleanor. He does not mind to go to Eleanor’s
house even though he does not know where it is. He tries to find it and finally he gives the comic to Eleanor.

Park gives his number to Eleanor in order to make them keep in touch without anybody finding out about them. “He started singing his number to the tune of ‘867-5309,’ which cracked her right up” (p. 92). Eleanor then calls Park and they start to have a long conversation. Park’s and Eleanor’s conversation through the phone is also the expression of a relationship among words. They share everything, especially for Park who really wants to know Eleanor’s personal life. Park gets into Eleanor since the first time they meet. That is the reason why he really wants to know Eleanor’s personal life, because he wants to know deeper about Eleanor. Park wants to know deeper about Eleanor because he is curious about Eleanor’s family. He knows that Eleanor is not talkative as other girls. He knows that there is something wrong with her family because Park also experiences the same. His father who always compares him with Josh is the reason why Park tends to remain silent. He would rather enjoy his Walkman instead of talking with other kids. The same as Eleanor, she also avoids any conversation with the other kids.

Lending Eleanor a tape is another thing that is done by Park. He means to share everything that he has to her. “‘You can borrow it,’ he said quietly. ‘Listen to the rest of the tape.’” (p. 56). This thing means that Park does it because it is inherently interesting and enjoyable as Ryan and Deci (2000) say. He feels happy whenever he is able to share his favourite tape to Eleanor. He wants somebody
else to listen to his favourite band that has great songs. Besides, by lending Eleanor a tape also proves that he is able to do something good. He wants to prove that he is capable of doing something right. He wants to prove that he is as good as Josh because he is able to take care of someone else. He does it because he really hates when his father compares him with Josh.

“No, today. Come over today” (p. 124). Park asks Eleanor to visit his house. He wants to introduce her to his family. “Now that he was actually introducing Eleanor to his mom, he couldn’t help but see her the way his mom was going to” (p. 124). Park is actually afraid that his mother will not like Eleanor as the way he does. However, he still invites Eleanor to come. In this case, Park motivation is intrinsic, he does it because of himself. Park does not want his family to humiliate him. As what his father usually does towards him, his father says that Josh, his little brother is better than him, both in taekwondo and in driving a manual car. Josh also likes to mock him because Park never wins in taekwondo battle. Park also wants to be considered as a responsible person by his mother because he is able to take care of Eleanor. Park also does not mind to bear the consequences because he invites Eleanor. Park is happy when he is able to introduce Eleanor to his family because it proves that he can take care of Eleanor. He does it because of himself. Bearing the consequences of inviting Eleanor to his house is the challenge that he has to deal with. Those things are the evidence of Ryan and Deci (2000) theory of motivation.
Park’s family does not really like Eleanor. His grandmother has her own name to call Eleanor. She calls Eleanor redhead because she never sees anybody else whose hair is as red as Eleanor’s.

“She’s not some girl,” Park growled. His voice made every bone in his head vibrate with pain. “She’s my girlfriend.”

He hoped so, anyway.

“Is it the redhead?” his grandma asked.

“Eleanor,” he said. “Her name – is Eleanor.” (p. 138).

Park does not like whenever someone calls Eleanor with another name. He wants anybody to call her with her name, Eleanor. He even insists that Eleanor is his girlfriend. He tells his grandmother and his mother that Eleanor belongs to him. Park also emphasizes that his grandmother has to call her Eleanor, not redhead. In this action, Park does that because he does not like anybody to mock Eleanor. He defends Eleanor because of his internal regulation. In line with Ryan and Deci (2000) theory of motivation, in this novel, Park does not want Eleanor to be hurt because his grandmother and his mother call her with their own name. Park thinks that Eleanor has enough with the name that is given by other kids in the school. She does not deserve to be called Bozo, Red Head, Weirdo or Bloody Marry. Therefore, he insists that his grandmother has to call her Eleanor.

Park is even grounded by his parents. His parents do not allow him to go outside. “You’re grounded until you stop thinking about that trouble girl” (p. 146). Park’s mom really dislikes Eleanor because she is weird and causes a trouble for her family. Eleanor makes her older son get into a fight and the school calls her because of it. Park defends Eleanor because he is afraid that the kids
keep mocking Eleanor for the rest of her life in the school. Park thinks that the kids are too much. Besides, he wants to be responsible for Eleanor. He thinks that defending Eleanor is his responsibility since he is Eleanor’s closest friend. As Ryan and Deci (2000) theory of motivation, in this case, Park does everything to make sure that Eleanor is fine, even though he has to fight with Steve. He does it because he does not want Eleanor to be hurt, especially by the kids in school.

‘I like the way you look,’ he said. It came out more like an argument than a compliment.
‘That doesn’t mean it’s nice.’ She was whispering, too.
‘Fine then, you look like a hobo.’
‘A hobo?’ Her eyes lit.
‘Yeah, a gypsy hobo,’ he said. ‘You look like you just joined the of Godspell.’ (p.167).

Eleanor never wants to be adored by other people including Park. Whenever Park gives her a compliment about her appearance, she always denies with her own arguments. Then, Park decides to say that Eleanor looks like a hobo which has a messed-up appearance. Eleanor laughs when she hears Park says that she looks like a hobo because she feels that it is true. Park calls Eleanor as hobo because he is happy to see Eleanor laughs. His feeling when he sees Eleanor laugh can be seen through the story. “And when Eleanor smiled, something broke inside of him. Something always did” (p. 167). Those sentences mean that Park is in love with Eleanor because he feels something inside himself. Something that only happens if he sees Eleanor laughs. Therefore, Park does his best to make Eleanor laughs because Park rarely sees that. Eleanor rarely laughs because she has to deal with a lot of problems. Whenever Park sees Eleanor laughs, he automatically
laughs too. Park’s effort to make Eleanor laughs is the same with intrinsic motivation which someone does something because it is inherently interesting and enjoyable (Ryan & Deci, 2000).

Park is a little bit mad at Eleanor because she does not tell him that the nasty words in her book still happen. He interrogates Eleanor about someone who possibly writes the words in her book. He also says that he would kick the one who does it.

‘Why didn’t you tell me?’ he said
‘Do you know who’s doing it?’ he asked.
‘Are you going to kick them?’
‘Maybe …’
‘Well …’ she said, ‘I’ve narrowed it down to people who don’t like me …’ (p.179).

Park asks Eleanor why she does not tell him that the nasty words still happen and he is mad at her because he feels insecure with those words. According to Weiner (1980), there are some human needs which affected the motivation. In this case, Park’s motivation is affected by the attachment that happens between him and Eleanor. He feels responsible towards Eleanor because he realizes that he has something in common with Eleanor, which is wanted to be left alone. Park wants to be left alone because he feels that the kids in the school are annoying. The kids like to talk about other people and often mock the other kids. He thinks that their voice is also considered too loud. Park does not want Eleanor to experience as what he does. Park knows that the kids like to talk about him. They like to talk about his height, his family, which is a mixing between America and Korea. Park
does not like it and he knows that Eleanor feels the same because the kids start to talk about Eleanor. Therefore, he wants to protect Eleanor.

Park manages to drive Eleanor when she decides to leave her step-father’s house after finding out that her step-father is the subject who writes the nasty words in her book. “I’ll drive you,” he said” (p. 294). Park wants to make sure that Eleanor arrives safely in Minnesota where his uncle lives. This action belongs to social bonds in human motivation theory by Weiner (1980). Park drives Eleanor because he tries to be responsible. Eleanor is the closest friend that he has, and make sure that Eleanor arrives safely in her uncle’s house is something that he has to do. The influence of his family, which basically is a good family who helps each other also makes him does that. In accordance with Yusuf (2010), Park’s family is the normal family, which is really implementing the natural function, such as giving affection to each other, being open and honest with each other, willing to listen to their children’s opinion and appreciate it.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusion of the study. This chapter consists of three parts. The final answers to the problem formulated as have been mentioned in the previous chapter. The implication for teaching and learning activities and suggestion for future researchers as well as English lectures also will be revealed.

A. Conclusions

There are two conclusions that can be drawn. The first one is how Eleanor and Park are described in the novel *Eleanor & Park* by Rainbow Rowell. Based on the theory of Perrine that have explained in the previous chapter, it can be said that Eleanor is a dynamic character because her character changes at the end of the story. She turns to be more open. Meanwhile, Park is a static character because his character does not change since the beginning until the end of the story. He is an introvert, attentive, and kind-hearted person.

In the novel *Eleanor & Park*, Eleanor is physically described as a person who has messy-look because she wears unmatched and big clothes combine with strange accessories. In terms of personality, Eleanor is described as an introvert person. She tends to be alone than mingles with the people. She is also described as an anxious person because she is always afraid of his step-father, afraid if people touch her stuff and afraid if people know about her relationship with Park.
In terms of personality, Park is described as an introvert person because he always tries to be invisible and he is also described as an attentive and kind-hearted man. He always tries to help people around him.

The second formulated problem is to find out Park’s motivation to help Eleanor in her teenage life struggle. Theories of motivation from Ryan and Deci as well as Weiner are used to answer the second problem formulation. Park’s motivation to help Eleanor in her life struggle can be seen from the things that he does towards Eleanor. Basically, Park’s motivation is defined as the intrinsic motivation because helping Eleanor makes him happy as it is written in the novel. “And when Eleanor smiled, something broke inside of him. Something always did” (p. 167). Park’s motivation is also a human motivation which consists of attachment, language, phobia and social bonds.

B. Implications

There are many kinds of literary work such as poems, novels, drama scripts, and songs. Novel is one of literary work that can be used to enhance knowledge through its story. Many things can be learned from a novel such as a language and moral value. A strategy that can be done to teach the students about the moral value and the language feature are reading and analysing the novel itself. By doing this activity, the students will not only gain their knowledge on language, but also learn about the moral value that can be implemented in their life. Eleanor & Park novel also can be used to study the moral value through
Park’s character that has the intrinsic motivation to help Eleanor’s in her teenage life struggle.

Nowadays, students in Indonesia are not really motivated to study. There are a lot of things that influence it, for example, they do not like to come at 7 o’clock in the morning. Even, some of the Indonesian students choose to skip the class. They tend to stay in a canteen near the school or stay in the game centre. As the result, many Indonesian students get a low grade in their school. For the candidate of future English teacher dealing with that case is something that might be done almost every day. A teacher should know how to motivate their students, especially in terms of enhancing knowledge. In order to motivate someone, a certain approach should be applied and different approaches might be applied for the different person.

The novel *Eleanor & Park* also presents human experience. Through this novel, the students will be able to feel the human’s experience about having a broken family and being abandoned by the family. Students will find out how the family can influence a kid. Based on the novel, a broken family could make the child become introvert and insecure. The child tends to keep everything for herself and never wants to share everything that happens. Therefore, it is important to analyse Eleanor as the character that has broken family. It will teach the students that if they also have a broken family they know how to react properly. The students know that they have to survive no matter how their family is. Nowadays, many children with broken family become drugs addict and they
tend to do violence. Therefore, learning how to deal with broken family is important in this era. It shows that analysing this novel might be very important for both teachers and students.

C. Suggestions

There will be two parts in this section. The first one is a suggestion for English lecturers. Meanwhile, the second part is the suggestion for future researchers.

1. Suggestion for English Lecturers

The English lecturers can use the novel as one of the materials in Prose class. It is because the novel offers a humanity value. The students can learn about literary elements in the novel. The students can also enrich their vocabulary through reading the novel because there are many vocabularies that might be new for the students.

2. Suggestion for Future Researchers

The future researchers can analyse Rowell’s *Eleanor & Park* in humanity values because this novel is rich in humanity values. The future researchers are able to analyse the impact of having a broken family towards Eleanor’s psychology because a broken family is one of the major things in the novel that is described by Rowell.
REFERENCES


Appendix 1

Summary of Eleanor & Park

The story happens in 1986 where there is a girl named Eleanor. She has a cruel step-father and three siblings. She is ever abandoned by her family because her step-father does not like her when she writes a song in the piano at night. Her mother tries to defence her but it does not work. Eleanor has to live with the Hickman’s for a year. The Hickman’s is the closest family for Eleanor’s mother. Eleanor’s mom promises to pick her up on the next day, however, she does not show up for a year.

After a year, Eleanor’s mother picks her up from the Hickman’s and asks Eleanor to go home. When she gets home a lot of things have changed. Her siblings no longer hate their step-father. Even, they called him “dad”. Her siblings obey all of the rules that are made by their step-father. Her mother also looks more obedient to her step-father. As the member of the family, Eleanor has to obey all of the rules in the house.

Eleanor also has to go to a new school near the house. She has to take the school bus where everyone already gets their seat. At the first day on the school bus, nobody lets Eleanor sit. The kids seem not too friendly and they stare at Eleanor. The driver asks her to sit but she cannot find any empty seat. Only Park,
an Asian kid who directly lets her sits beside him because he cannot bear to see
Eleanor hangs around the bus. Eleanor does not say a word towards Park.

Eleanor sits beside Park on the other day. Actually, Park really wants to change the seat because he does not like to sit beside the girl with messy looks like Eleanor. However, he does not have another option because the seat is already full and he cannot let Eleanor stand and hang around. Eleanor and Park never talk to each other. Park just notices that Eleanor looks at his comic and he starts to let her read the comic with him. He even lends the comic to her. He also makes a tape for Eleanor and lends his Walkman.

They start to get in touch since they read the comic together. Park feels comfortable with Eleanor no matter how weird she is. Park tries to share everything that he has, such as shares his comics and tapes. He also invites Eleanor to come to his house. Even though his family does not like Eleanor, he still wants Eleanor to come again. They also start to share their story, but Eleanor is not really open. She keeps her family story for herself, even though Park forces her to talk about her family.

They are getting closer each day and Park feels that Eleanor belongs to her and vice versa. Park does not like when the other kids mock Eleanor. He even kicks Steve, the one who always mocks Eleanor. Park is suspended from school and grounded by his parents. However, Park still likes Eleanor no matter what. Park also drives Eleanor to Minnesota where her uncle lives. Eleanor runs away from home because she finds out that her step-father is the one who write down
the nasty words in her book. Park has to beg his father to let him go to Minnesota. All that Park wants to do is just to keep Eleanor safe because he knows that he loves her.

Appendix 2

Biography of Rainbow Rowell

Rainbow Rowell was born in Omaha, Nebraska, United States on February 24, 1973. She is an American author of young adult and adult contemporary novels. Rowell was a columnist and ad copywriter at the Omaha World-Herald from 1995 to 2012. After leaving the Omaha World Herald, Rowell began working for an ad agency and writing what would become her first published novel, Attachments, as a pastime. Rowell had a baby during this period and stopped working on the manuscript for two years. The novel, a contemporary romantic comedy about a company's IT guy who falls in love with a woman whose email he has been monitoring, was published in 2011. Kirkus Reviews listed it as one of the outstanding debuts that year.

In 2011, Rowell completed the first draft of her young adult novel Fangirl for National Novel Writing Month. It was chosen as the inaugural selection for Tumblr's reblog book club. In 2013, Rowell published Fangirl and Eleanor & Park, another young adult novel. Both were named by The New York Times as among the best young adult fiction of the year. Her young adult novels Eleanor & Park and Fangirl both received a great deal of critical acclaim in 2013. Eleanor & Park was also chosen by Amazon as one of the 10 best books of 2013, and as Goodreads' best young adult fiction of the year. DreamWorks and Carla Hacken
are planning a movie based on the novel, for which Rowell has been asked to write the screenplay.

Rowell's work gained some negative attention in 2013 when a parents' group at a Minnesota high school challenged *Eleanor & Park* and Rowell was disinvited to a library event; a panel ultimately determined that the book could stay on library shelves. Rowell noted in an interview that the material that these parents were calling "profane" was what many kids in difficult situations realistically had to deal with, and that "when these people call Eleanor & Park an obscene story, I feel like they’re saying that rising above your situation isn’t possible."

Rowell's fourth novel, *Landline*, a contemporary adult novel about a marriage in trouble, was released on July 8, 2014. Also in 2014, Rowell signed a two-book deal with First Second to author two young adult graphic novels, the first of which will be illustrated by Faith Erin Hicks.

Rowell announced in December 2014 that her fifth book, *Carry On*, would be published in October 2015. It was published on October 6, 2015. *Carry On* is based on the book series central to the plot of *Fangirl*. It acts as the eighth book in a fictional series by Gemma T. Leslie about a boy magician named Simon Snow who attends a magician school called Watford. In his eighth year at school, Simon struggles to come to terms with his calling as the "Chosen One" meant to destroy the Insidious Humdrum, a magical evil force that is destroying the magical world. He embarks on his quest with his best friend Penelope and his girlfriend Agatha,
all the while struggling with T. Basilton "Baz" Pitch, his vampire nemesis. Although it exists in a fantasy world and within *Fangirl* was part of a series, the novel is a standalone book.

Adapted from http://www.goodreads.com/author/show/4208569.Rainbow_Rowell