PERSONALITY DEVELOPMENT OF EDMUND PEVENSIE
AS SEEN IN C.S LEWIS’S
THE CHRONICLES OF NARNIA:
THE LION, THE WITCH, AND THE WARDROBE

A SARJANA PENDIDIKAN THESIS

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

By
Antonia Rosa Gravita
Student Number: 121214013

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016
PERSONALITY DEVELOPMENT OF EDMUND PEVENSIE AS SEEN IN C.S LEWIS’S

A SARJANA PENDIDIKAN THESIS

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

By
Antonia Rosa Gravita
Student Number: 121214013

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016
A Sarjana Pendidikan Thesis on

PERSONALITY DEVELOPMENT OF EDMUND PEVENSIE
AS SEEN IN C.S LEWIS'S
THE CHRONICLES OF NARNIA:
THE LION, THE WITCH, AND THE WARDROBE

By
Antonia Rosa Gravita
Student Number: 121214013

Approved by
Carla Sih Prabandari, S.Pd., M.Hum. 14 July 2016
A Sarjana Pendidikan Thesis on

PERSONALITY DEVELOPMENT OF EDMUND PEVENSIE
AS SEEN IN C.S LEWIS’S
THE CHRONICLES OF NARNIA:
THE LION, THE WITCH, AND THE WARDROBE

By
Antonia Rosa Gravita
Student Number: 121214013

Defended before the Board of Examiners
on 16 August 2016
and Declared Acceptable

Board of Examiners

Chairperson : Yohana Vennra, M.Hum., M.A., Ph.D.
Secretary : Christina Lhaksmita Anandari, S.Pd., Ed.M.
Member : Carla Sih Prabandari, S.Pd., M.Hum.
Member : Dr. Retno Muljani, M.Pd.
Member : Christina Lhaksmita Anandari, S.Pd., Ed.M.

Yogyakarta, 16 August 2016
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.
STATEMENTS 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, 14 July 2016

The writer

Antonia Rosa Gravita

121214013
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH
UNTUK KEPENTINGAN AKADEMIS

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

Nama : Antonia Rosa Gravita
Nomor Mahasiswa : 121214013

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

PERSONALITY DEVELOPMENT OF EDMUND PEVENSIE
AS SEEN IN C.S LEWIS’
THE CHRONICLES OF NARNIA:
THE LION, THE WITCH, AND THE WARDROBE

Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, mempublikasikannya di internet, atau media lain untuk kepentingan akademis tanpa perlu meminta ijin kepada saya selama tetap mencatatkan nama saya sebagai penulis.

Demikian surat pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 16 Agustus 2016

Yang menyatakan

Antonia Rosa Gravita
ABSTRACT


The study concerned about the personality of Edmund Pevensie, one of the central characters in C.S Lewis’s novel entitled The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe. Edmund Pevensie experiences significant personality development when he enters a fantasy world named Narnia. His personality develops when he faces and undergoes an experience with a cruel witch who is usually called the White Witch. Thus, this thesis focuses on his personality and its development along with the factors that influence his development as proposed by Hurlock’s theory.

The aim of the study is to know the personality development along with the condition or the factors that influence the personality development of Edmund Pevensie. The problem formulation of this study is: How is Edmund Pevensie’s personality development depicted in the novel according to Hurlock’s theory?

The writer used psychological approach since this study discussed about the personality of the character. The primary source of this study was taken from the novel itself. The secondary sources were obtained from several books of literature and psychology that were relevant and supportive. The theory of personality development was applied to answer the problem formulation.

The conclusion of this study reveals that Edmund Pevensie is the central character of the story and he also undergoes personality development. In the beginning of the story, he is portrayed as a bad-tempered, spiteful, selfish, and traitorous. His personality develops after he has a bad experience with the White Witch. He becomes caring and loving, regretful, and brave. The factors that influence his personality development are the changes in significant people, the changes in self-concept, the strong motivation, and the changes in roles.

Keywords: personality development, The Chronicles of Narnia, C.S Lewis
ABSTRAK


Tujuan dari studi ini adalah untuk mengetahui perkembangan kepribadian dari Edmund Pevensie serta faktor yang mempengaruhi perkembangan kepribadiannya. Permasalahan utama yang akan dibahas dalam studi ini adalah: Bagaimana perkembangan kepribadian Edmund Pevensie tergambar dalam novel menurut teori Hurlock?


Kata kunci: personality development, The Chronicles of Narnia, C.S Lewi
ACKNOWLEDGEMENTS

Finally, I can finish this thesis. I have been studying in this university for about four years. I am so blessed that I can finish my study in this study program. Therefore, in this section, I would like to express my gratitude to those who have supported me in my study. First of all, I would like to express my biggest gratitude to the Almighty God and Jesus Christ, for the blessings and guidance so that I always have a positive mind.

Next, my gratitude goes to my beloved father, Bapak Petrus Agus Purwanto, and my beloved mother, Ibu Yulita Windiyati, who always support and take care of me. It feels like I am loved forever. I also would like to express my gratitude to my only and beloved sister, Hedwigis Windya Purwestri who always gives shouts to me. My gratitude also goes to my cute niece, Grace Azka Azzumawida who always cheers me up whenever I feel sad.

Another important person who always helped me is my advisor, Ibu Carla Sih Prabandari, S.Pd., M.Hum. I would like to appreciate her for her valuable time and advice. Her guidance always encourages me. I would also like to express my gratitude to all lecturers who have taught me patiently and helped me to improve my English skill. They are so irreplaceable.

My appreciation goes to my friends: Evi, Prima, Wiwik, all friends in Class A, Elsa, Rima, Affifah, Fitri, Demy, Astrin, and all my friends in OMK community, who always help me and encourage me. I would also like to express
my gratitude to my friends in my boarding house (Rere, Avi, and Sisil) who support me. May God always bless them.

Antonia Rosa Gravita
TABLE OF CONTENTS

Page

TITLE PAGE ................................................................................................................. i
APPROVAL PAGES ...................................................................................................... ii
STATEMENTS OF WORK’S ORIGINALITY ......................................................... iv
PERNYATAAN PERSETUJUAN PUBLIKASI ............................................................. v
ABSTRACT ................................................................................................................ vi
ABSTRAK ................................................................................................................... vii
ACKNOWLEDGEMENTS ............................................................................................ viii
TABLE OF CONTENTS ............................................................................................... x
LIST OF APPENDICES .............................................................................................. xiii

CHAPTER 1. INTRODUCTION ................................................................................. 1
  1.1 Background of the Study .................................................................................. 1
  1.2 Problem Formulation ...................................................................................... 4
  1.3 Objective of the Study ..................................................................................... 4
  1.4 Benefits of the Study ...................................................................................... 4
  1.5 Definition of Terms ......................................................................................... 5
    1.5.1 Personality Development ......................................................................... 5
    1.5.2 Character .................................................................................................. 5
    1.5.3 Characterization ....................................................................................... 6
    1.5.4 The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe ......... 6

CHAPTER 2. REVIEW OF RELATED LITERATURE .............................................. 7
  2.1 Review of Related Theories ............................................................................. 7
    2.1.1 Theory of Critical Approach .................................................................... 7
    2.1.2 Theory of Character and Characterization .............................................. 9
      2.1.2.1 Theories of Character ...................................................................... 9
      2.1.2.2 Theories of Characterization ......................................................... 11
2.1.3 Theory of Personality Development ...................... 13
  2.1.3.1 The Meaning of Personality .......................... 14
  2.1.3.2 The Personality Pattern .............................. 14
  2.1.3.3 Changes in Personality .............................. 15
  2.1.3.4 Characteristic of Personality Change ............... 15
  2.1.3.5 Conditions Responsible for Personality Change ........................................ 16
  2.2 Theoretical Framework ..................................... 18

CHAPTER 3. METHODOLOGY ............................................. 20
  3.1 Object of the Study ............................................ 20
  3.2 Approach of the Study ....................................... 21
  3.3 Method of the Study .......................................... 22

CHAPTER 4. ANALYSIS .................................................. 24
  4.1 The Description of Edmund Pevensie ...................... 24
  4.2 Edmund’s Personal Description ............................ 25
  4.3 Edmund’s Initial Personality ............................... 26
    4.3.1 Bad-Tempered ......................................... 26
    4.3.2 Spiteful ............................................... 27
    4.3.3 Vindictive ............................................. 29
    4.3.4 Greedy and Selfish .................................. 31
    4.3.5 Skeptical ............................................. 33
    4.3.6 Traitorous ............................................. 35
  4.4 Personality Development of Edmund Pevensie .......... 36
    4.4.1 Caring and Loving ..................................... 37
    4.4.2 Regretful .............................................. 40
    4.4.3 Brave .................................................. 41
CHAPTER 5. CONCLUSION, IMPLICATIONS, AND SUGGESTIONS ..........................................................45

5.1 Conclusion ..........................................................................................................................45
5.2 Implications .........................................................................................................................48
5.3 Suggestions ..........................................................................................................................48

REFERENCES ..........................................................................................................................50
LIST OF APPENDICES

Appendix 1: The Summary of *The Chronicles of Narnia*:

*The Lion, The Witch, and The Wardrobe*............................... 53

Appendix 2: About the Author .................................................. 56
CHAPTER 1

INTRODUCTION

This chapter consists of five parts. They are background of the study, problem formulation, objective of the study, benefits of the study, and definition of terms. In the background of the study, the writer states the reason why *The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe* novel is chosen. Then, in the problem formulation the writer will provide a question related to the study. The goal of this study is stated as objective of the study. For the benefits of the study, the writer will state the contribution of conducting this study for the development of knowledge. The last is the definition of terms that explain some important terms used in this study.

1.1 Background of the Study

There are a lot of examples in literary works such as novels, poems, and plays. According to Rohrberger and Woods (1971), the types of modern literary are divided into four; they are short stories, novels, poems, and plays (p. 20). Rohrberger and Woods (1971) also state that literature is a record of human experience of life, what they felt and what they thought about it (p. 10). A novel is one of the literary works that is extended work of fiction written in a prose. The author can share his or her idea about life through a novel. The idea may come from an event or an experience that happens in the author’s life or from a reflection of human life. Therefore, a novel can be seen as a human reflection through the medium of language.
Hudson (1958) states that a novel consists of “plot, characters, dialogue, time and place of action, style and a stated or implied philosophy of life” (p. 131). Through those elements in the novel, the author can elaborate the story that will be acknowledged as part of art. The problem that occurs in a novel is usually not far from our real-life condition. Hudson (1958) argues that we should care about literature because “literature itself is on account of its deep and lasting human significance” (p. 10). It means that literature is like a record of human life (human experience) which can be written deeply. From the novel, we can enrich our knowledge and learn some positive things from the characters. In addition, by reading a novel, we can also learn some problems faced by the characters.

There are some factors underlie the problems that occur in a novel. Through the series of events experienced by the characters, the reader will be involved in the situation that the characters feel so the reader will understand and begin to solve the problem. Based on the problem, the reader can obtain the messages or value which are revealed in the novel. At the end, the readers will avoid the cause of the problem and try to avoid the problem itself (Hudson, 1968, p. 131). Therefore, we will find out that reading a novel gives not only pleasure but also valuable things.

This study analyzes a novel entitled The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe. The novel is about how The Pevensies (Peter Pevensie, Susan Pevensie, Edmund Pevensie, and Lucy Pevensie) discover the fantasy world named Narnia. In the story, one of the characters named Edmund Pevensie meets the White Witch who tries to kidnap human. She wants to capture
all human who try to enter Narnia because she believes in a prophecy which said that Narnia will be led by two sons of Adam and two daughters of Eve. Being jealous of Peter, Edmund wants to be more superior than him. Unfortunately, his ambition is known by the White Witch. She promises him to make him her king if he can bring all his siblings to her. That is the reason why he betrays his siblings unconsciously. However, he cannot bring his siblings to the White Witch so she and her servants treat him badly. This condition makes him realize that he had done a very wrong decision. Edmund Pevensie has emotional experience on finding Narnia which can develop his personality. The thing that made the writer interested in analyzing Edmund Pevensie rather than another character was that he has gone through an experience that changes his bad personality.

Through a novel, we also can analyze the characters who are involved in the story and their personality development. The writer analyzed the personality development of Edmund Pevensie (the character from the novel that the writer used in this research) because the writer wanted to analyze how Edmund’s personality develop along with the factors that influence his personality development. Meanwhile, according to Achir (1979), children around 6-10 years old are included in school children stage. This stage is also called as the pleasure age because the children have been able to go through crisis in the stage before (p. 10). As a primary school student who is still in the pleasure age, Edmund Pevensie has to undergo a bad experience that leads him to develop his personality. Therefore, the writer decided to choose C.S Lewis’: *The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe* as the writer’s excitement of
studying literature especially in studying personality development. C.S Lewis’ works, particularly *The Chronicles of Narnia*, are mostly influenced by Christian value which teaches about sacrifice.

### 1.2 Problem Formulation

Looking at the background of the study, the writer identifies that this study poses a problem that can reveal the personality development of Edmund Pevensie. The research problem is formulated as below:

How is Edmund Pevensie’s personality development depicted in the novel according to Hurlock’s theory?

### 1.3 Objective of the Study

The objective of the study is to reveal the personality development of Edmund Pevensie as seen in the novel along with the process and the factor that is considered in the personality development.

### 1.4 Benefits of the Study

The content of the novel is full of the moral value and the knowledge for the readers. Therefore, this study gives contribution for the readers especially for the English Education Study Program students. For the readers, this study is expected to give an example of problem analysis revealed in *The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*. The readers will know how character’s personality can develop. For the students, it will inspire to conduct a
research by using the novel like *The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe* in the other point of view. Besides, this novel can be applied in teaching English, especially to improve reading skill.

1.5 **Definition of Terms**

This part provides definition of terms which are frequently used in this study. The definition of terms are mentioned and explained below:

1.5.1 **Personality Development**

Alport (1937) defines personality as the dynamic process of human which covers human’s behavior, and the way they think about something (as cited in Hurlock, p. 7). Moreover, Pikunas (1961) states that personality development is “all process of change by which an individual’s potentialities unfold and appear as new qualities, abilities, traits, and related characteristic” (p. 6). The development itself includes growth, maturity, learning and achievement. In this study, personality development reveals how the personality of Edmund Pevensie has developed.

1.5.2 **Character**

Forster (1974) divides the character into two types for the development of the novel: flat character (uncomplicated) and round character (has many different characteristic and undergoes development). Moreover, Stanton (1965) defines the character into two types. The first one, the character is individuals who appear in
story. The second, a character is the mixture of interest, desire, emotion, and moral principles (p. 33). So, in this study the character refers to Edmund Pevensie, one of the characters in the novel.

1.5.3 Characterization

According to Holman and Harmon, characterization is the creation of imaginary person so that they exist for the reader as life like (1986, p. 84). In this case, characterization shows the reader how the character acts in the novel. In this study, characterization refers to how Edmund Pevensie is described in the novel.

1.5.4 The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe

The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe was written by C.S Lewis and was the second series from seven series of The Chronicles of Narnia. The Novel was published in London on October 16th 1950 by Harper Collins publisher. The novel was the first series of seven of The Chronicles of Narnia. TIME magazine included the novel in its “ALL-TIME 100 Novels” (best English language novels from 1923-2005) (Grossman, 2005). The story of the novel focuses on the adventure of The Pevensies (Peter Pevensie, Susan Pevensie, Edmund Pevensie, and Lucy Pevensie) in a fantasy country named Narnia. It was told how The Pevensies discovered Narnia and went through some experience to save Edmund Pevensie who was kidnapped by the White Witch after he betrayed his siblings. The genre of the novel is fantasy novel because it includes fantasy world of magic, mythical beasts, and talking animal.
CHAPTER 2
REVIEW OF RELATED LITERATURE

This chapter consists of two parts. The first part is review of related theories and the second part is theoretical framework. The review of related theories discusses the theories which are applied to conduct this study. The theoretical framework explains the contribution of the theories to solve the problem and the reason why the writer applies those theories.

2.1 Review of Related Theories

According to Hall (1970), a theory is “an unsubstantiated hypothesis or a speculation concerning reality which is not yet definitely known to be so”. In this section, the writer intends to talk about the theory of character and characterization and theory of personality development.

2.1.1 Theory of Critical Approach

A novel is one of literary works that gives us a lot of knowledge, value, and advantages. The elements inside the story of the novel such as setting, plot, or character and characterization are also interesting to be analyzed. Rohberger and Woods (1971) state that “one must know what literature true is, how to read it, and how to judge it” (p. 3). It explains that a critical approach in literature is necessary in order to understand the nature, function, and positive value of a story. Rohberger and Woods (1971) propose five approaches in the literature.
The approaches are formalist approach, biographical approach, sociocultural-historical approach, mythopoeic approach, and psychological approach (pp. 7-11). The writer uses psychological for this study.

Psychological approach is a literary approach that emphasizes on the psychological aspect available for literary critics. It focuses on the human psychology which contains behavior, thought, human personality, and other aspect related to human psychology. This approach can be used to help a literary research to explain, interpret, and evaluate literary work. In addition, psychology can help researcher to analyze the character and characterization because they can relate each other (Rohberger and Woods, 1971, p. 9). According to Kasschau (1995) in his book *Understanding Psychology*, psychology is “the scientific study of behavior and mental processes and this study can involve both animal and human” (p. 7). When psychology is applied for human, it covers human’s thought, feel, and action.

By using psychological approach, the writer would like to understand the description of one character from the novel that was analyzed. This approach also helped the writer to understand the description of the character which had relation between personality and the character itself. Later on the writer could gain the description through the character’s direct speech, the interpreting speech, the description from the author, and the other character’s feeling and thought about the character.
2.1.2 Theories of Character and Characterization

2.1.2.1 Theories of Character

Character is an important element in a novel beside setting, plot, conflict, etc. Rohberger and Woods (1971) state that “a narrative course is a story, and stories involve person, called characters, who act out in particular time and place (setting) some kind of conflict in a pattern of event” (p. 20). According to Rohberger and Woods (1971), characters are those who have important role in the story because they help the readers to understand the story by sharing the feelings or activities of the characters in the story.

Rohberger and Woods (1971) also classify a character into protagonist and antagonist (p. 20). Protagonist character is the main or central character of the story and become the focus of readers’ attention. In some stories such as a novel, it has more than one central character in the action. Moreover, Subhan (2003) classifies a character into three groups; they are protagonist, antagonist, and supporting character. Protagonist character is the central character of the story who can make the plot move. Meanwhile, antagonist character is a character who has conflict with the protagonist. Supporting character is a character who support the main character and protagonist/antagonist character to make the plot of the story grows (p. 8).

Griffith (1986) defines that a character can be said as a fictional character whose existence originates from fictional work of performance. Characters can be animals, aliens, or occasionally, inanimate objects, but the author gives them abilities or and human psychological traits (p. 46).
Moreover, Perrin (as cited in Arp and Johnson’s 2009, pp. 164-165) states that there are two others characters according to the development of character:

1. Dynamic character

A dynamic character is considered as the protagonist who changes significantly, whether change in insight or understanding changes, in commitment, and in values. It undergoes the changes throughout the narrative due to the several conflicts which are encountered on the character’s journey. The changes make him or her take time to learn from encounters, other characters, experiences, and mistakes he or she does. The change may be positive or negative, but it is something significant and basic, not some minor change (p. 165). Another expert has different term in mentioning the character who undergoes change in the story. Griffith (1986) concludes the character who undergoes the changes is defined as round character. Griffith also defines round character as a character who is described very detail in literary works (p. 61). Even though there is a slight difference between round character and dynamic character, both of them has similar meaning in defining the change in a character.

2. A static character

A static character is a character who does not undergo or undergoes a little change. This kind of character does not develop or grow. The personality of this character remains the same at the end of the story as it appears in the beginning. This kind of characters is also called as flat character according to Griffith (1986). A flat character is distinguished by the lack of details and easily recognized as stereotype (p. 61). This character is a type of character who does not have
significant growth. A flat character is a simple character. From the definition of flat character, it can be concluded that flat character and static character have similar meaning. Both of them focus on the character who does not undergo any significance change in the story.

2.1.2.2 Theories of Characterization

Characterization allows the reader to observe variety of aspects of a character, such as appearance, gender, educational level, occupation, financial status, marital status, social status, culture background, personality, etc. According to Minderop (2005), she explains that there are two ways to convey the character. The first one is direct characterization (telling). By using direct characterization, the author tells the readers what character is like. It can be done by the narrator itself, another character, or by the character him or herself. The second is indirect characterization (showing). Indirect characterization is the method of characterization in which the readers figure out for themselves what the character is like through the character’s own thoughts, actions, choice of words, way of talking and interaction with other characters (p. 22). In other words, the character “shows” what his or her feel, thought, action, etc to convey his or her character.

According to Perrin (1959), an author can present the character directly or indirectly (as cited in Koesnosoebroto, 1988, p. 111). The author presents the character directly when the author tells the reader straight out by analyzing what the character is like or how the other characters tell the reader what the character is like. Meanwhile in indirectly description, the author tells the reader in action.
For example, we know what the character is like from what he or she thinks, or says, or does (p. 111).

However, Burroway (1987) (as cited in Koesnosoebroto, 1988, p. 111) has different definition in the terms of direct and indirect characterization. Indirect method of characterization according to Burrow (1987), deals with appearance, speech, and thought (p. 113). Appearance is important in characterization because we will have perception to the character by what he wears or what he is looked like. Appearance is the representation of the character’s inner self (p. 113). It means that the reader may know what the character is like by the way his or her style. In speech or dialogue, we can analyze the character by examining what he says and how he says it (p. 115). By examining the character’s speech, we will know about the character’s sex, social class, and educational background from the language he uses. It also will help us to know what the character is thinking (p. 118). Another direct method of characterization according to Burrow is action. The obvious method for revealing a character is through a person does (p. 117). Meanwhile for direct characterization according to Burroway means “telling” the reader the character’s background, motives, values, virtues, and what he likes.

Further, Murphy (1972) classifies characterization into nine methods about how an author describes the characters. The nine methods are “personal description, character as seen by others, speech, past life, conversation with others, reactions, direct comment, thought, and mannerism (pp. 161-173). Personal description in literature is very important because it can give imagination for the reader because each character has different aspect.
Character as seen by others focuses on how the author describes the character through the opinions of other characters. From this method, the reader can get some further information to know what the character likes. The third method is the speech. The author can describe the character through what he or she says such as when the character speaks, or the character is involved in the conversation with another, or when the character gives opinion about any situation.

The fourth method is the past life. The past life of character can help in shaping the person’s character. The fifth is the conversation with other. Through this method, the author can describe the person’s character by knowing how the character gives reaction in any situation. The sixth method is the reaction. Reaction from one character to others will help the reader discovers the character in the novel. The seventh method is the direct comment. In this method, the author describes or comments on the character directly. The eighth method is the thought. The author gives the reader direct knowledge of what the character think. The ninth method is the mannerism. By using the mannerism, the author can describe the character’s mannerism and habits.

2.1.3 Theory of Personality Development

This thesis deals with personality development of the character C.S Lewis’s: *The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*. Thus, the writer would like to present some important points related to personality development in order to answer the question. This part will discuss about the
meaning of personality, the personality pattern, the changes in personality, the characteristic of personality change, and the conditions responsible for personality change.

2.1.3.1 The Meaning of Personality

Alport (1937) defines personality as “the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought (as cited in Hurlock, p. 7). It means that personality is dynamic process of human which covers human’s behavior and the way they think about something. Feist (2009) also explains that personality is “a pattern of relatively permanent traits and unique characteristic that gives both consistency and individuality to a person’s behavior” (p. 4). In other words, traits can influence human’s behavior because traits give contribution on the difference of human’s behavior.

2.1.3.2 The Personality Pattern

Personality pattern is something that can form the personality itself. Hurlock (1974) states there are two major components of the personality pattern, they are self-concept and traits (p. 19). Self-concept is the idea that someone has about the kind of person he or she is. In other words, self-concept is someone’s perception of him or herself. For example, when someone is asked to describe him or herself and he or she will write down all beliefs or concepts he or she holds about him or herself as a person. Self-concept focuses on how and what a person
is. Meanwhile traits according Hurlock (1974) are specific qualities of behavior. Furthermore, she explains that the qualities of behavior can be seen in the ways of facing problem, a person’s behavior, and how he behaves in front of people.

### 2.1.3.3 Changes in Personality

Change is not the synonymous of improvement. Change can be either for the better or the worse. Meanwhile, development can be interpreted as change as Pikunas (1961) states that personality development is “all process of change by which an individual’s potentialities unfold and appear as new qualities, abilities, traits, and related characteristic” (p. 6). In other words, personality development can be said as personality change. That is why the writer chooses theory of personality change to analyze personality development of Edmund Pevensie.

As a human, a person often feels unsatisfied with her or his personality so he or she needs to improve it. His or her awareness to improve the personality usually comes from what parents, teachers, and peers say about his or her bad personality (Hurlock, 1974, p. 119).

### 2.1.3.4 Characteristic of Personality Change

Changes in personality according to Hurlock (1974), are divided into three categories. They are the better and the worse, quantitative and qualitative, and changes that occur slowly and rapidly (Hurlock, 1974 pp. 120-122). “Personality changes for better or worse reflect the kind of life adjustments the individual is making at the time” (p. 120). It means that when the individual can balance his or
her needs with the environment, it can be considered as changes for better. On the contrary, when he or she cannot balance his needs with the environment, it can be considered as changes for worse.

2.1.3.5 Conditions Responsible for Personality Change

In a normal person, there are several causes of personality changes which cause may or may not be interrelated. Hurlock (1974) states there are some important conditions responsible and they are explained below:

1) Physical Changes

Physical changes may come from maturation or from illness, injuries, or some other condition of a person. When the physical changes occur rapidly, they will give greater influence on a person’s self-concept. For example, someone who has just got an accident has to lose his both feet. If he cannot accept his unfavorable condition, he becomes a person who does not have confidence. Unfavorable changes in the person’s physical condition such as illness, overweight, etc often result in personality change because they affect the person’s self-concept unfavorably (p. 124).

2) Changes in the Environment

Changes in environment may cause changes in personality. However, environment will not give guarantee an improvement in personality. Hurlock (1974) states that to give improvement on personality, the environment must do four things. First, they must improve the status of the person. Second, the changes must enable the person to be more in balance with his environment. Third, the
changes must enable to come closer to his ideal. Fourth, the environment must help the person see himself more realistically and revise his goals in keeping his abilities (p. 125).

3) Changes in Significant People

Hurlock (1974) states that significant people will give effect to individual’s personality change. Other people can motivate individual to change their personality. When the significant people of the individual has changed, the individual will motivate himself to change his personality. The personality changes in individual depend on how the attitude and the value of the significant people differ from the individual. If there is great difference, it also gives great personality changes to individual.

4) Changes in Social Pressure

Strong social pressures encourage the changes in personality so that the individual can be accepted by the society. Since everyone normally has desire to be accepted, he will try to change his personality. When the social pressures do not accept him, he will change his personality.

5) Changes in Roles

Changes in roles give great impact to the individual. If the changes in roles are more favorable, the personality of the individual will be better. The changes in roles will give better or worse effects. It depends on how the new roles fit the individual needs or not.
6) Strong Motivation

When the motivation to improve the personality is strong enough, changes can be effected. For example, a person who is called as popular has less motivation to change his personality than a person who is called as unpopular. Commonly, people are most strongly motivated to change personality in order to improve their social relationship so they can be accepted by the society. If the society cannot accept him, he will change his personality to be better.

7) Changes in Self-Concept

When self-concept of individual changes, it will bring change in the entire personality. Changing the self-concept is not easy. It requires tremendous self-insight. Hurlock (1974) mentions some conditions which facilitate the changes in the self-concept like the use of introspection to see oneself as one actually is, self-disclosure to those for whom one has respect and confidence as a way of gaining new self-insight, changing from an environment that fosters an unfavorable aspects of the environment, and patient practice in trying to see oneself according to the new self-concept until one becomes accustomed to it, likes it, and accept it (pp. 128-129).

2.2 Theoretical Framework

In this section, the writer would like to explain the theories that are used to answer the problem of this study. This section is very important because it can be the guidance to analyze the novel. The theories that are used in this study are theory of critical approach, theory of character and characterization, and theory of
personality development. First, the writer uses critical approach to select the approach to analyze the novel. Since the study focuses on psychological aspect of the character, the writer chooses psychological approach. Second, the writer uses theory of character and characterization, Perrin (1959), Rohberger and Woods (1971) and Murphy’s (1972) theory to analyze Edmund Pevensie’s character. Third, the writer uses theory of personality development from Elizabeth Hurlock (1974) to reveal the factors that influence the changes of Edmund Pevensie’s personality. Even though there are some terms related to personality development such as personality changes and personality improvement, the writer decided to use term personality development since it is considered as better change in personality.
CHAPTER 3
METHODOLOGY

This chapter discusses the methodology which is used to conduct this study. This chapter consists of three parts. The first part is object of the study. It contains a brief description of the novel. The second part presents critical approach that is used in this study. Approach of the study deals with the approach which is used in the analysis. Meanwhile, method of the study is to explain the procedures and steps which are being used to analyze the study.

3.1 Object of the Study

The object of the study is a novel entitled *The Chronicles of Narnia: The Lion, The Witch, and the Wardrobe* written by C.S. Lewis. For this study, the writer is using this novel which is published by Harper Collins Publisher in 1994. The novel was first published in London on first January 1950. *The Chronicles of Narnia: The Lion, The Witch, and the Wardrobe* is the second books of seven series of The Chronicles of Narnia. This novel got award from Hugo Award Nominee for Best Novel (1954) and Lewis Carroll Shelf Award (1962). Moreover, *TIME* magazine included the novel in its “ALL-TIME 100 Novels” (best English language novels from 1923-2005) (Grossman, 2005).

*The Chronicles of Narnia: The Lion, The Witch, and the Wardrobe* consists of 206 pages. The novel begins when The Pevensies (Peter Pevensie, Edmund Pevensie, Susan Pevensie and Lucy Pevensie) are deported magically to
a fantasy world named Narnia. Chronologically, the novel tells us about how to save Edmund Pevensie from the White Witch after he betrayed his siblings. Finally, they are able to save Edmund Pevensie and they become the King and Queen of Narnia. In the story, Edmund Pevensie becomes the king of justice.

3.2 Approach of the Study

In analyzing the novel, the writer used psychological approach as the appropriate approach to deal with the character in *The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*. Psychological approach aims to analyze the pattern of character’s behavior, thoughts, actions, or motives (Rohrberger and Woods, 1971, p. 13). The implementation of psychological approach in this analysis was needed because the objective of this study was to describe Edmund Pevensie’s personality development and to see the factors that influence Edmund Pevensie’s personality development.

This approach allows the writer to apply the theory of personality to analyze Edmund Pevensie. The writer used this approach because the study concerns with the personality development of Edmund Pevensie. Personality is one of the subjects of psychology. It involves behavior, thought, and feelings.

In analyzing personality development, the writer used theory from Elizabeth Hurlock (1974) as the main theory. The theory discusses about the personality pattern, changes in personality, and characteristic of personality change. Hurlock (1974) states that there are two major components of the personality pattern, they are self-concept and trait. In analyzing the character, the
writer used the theory of character and characterization from M. Rohberger and S.H Woods’ theory. Rohberger and Woods (1971) classify character into protagonist and antagonist (p. 20). Apart from character, they present two principles how the author characterizes the character.

3.3 Method of the Study

In doing this study, the researcher used library research since the data were gathered by analyzing the novel and reading books. According to George (2008), one of the goals of library research is to understand human motivations for action. Moreover, he states that “Library research involves identifying and locating sources that provide factual information or personal or expert opinion on a research question” (p. 3). It means that the writer answers the problem formulation by searching factual sources and information related to the problem.

In this section, the writer used four steps in analyzing the research problems. First, the writer read and reviewed the novel *The Chronicles of Narnia: The Lion, The Witch, and the Wardrobe* as the primary source. By reading the novel, the writer could decide the topic of which the writer prefers to make as the focus of the study. One of the characters of the novel is Edmund Pevensie which was found very interesting. The writer was interested in analyzing Edmund Pevensie’s character and his personality development. After finding the focus of the study, the writer made problem formulation.

Second, the writer found secondary sources to find relevant theories. The theories will support the analysis of the novel to find the answers of the problem
formulation. The writer looked for the theories which have relation with the problem from the books. The theories which were being used for later discussion were theory of critical approach, theory of character and characterization, and theory of personality development. Third, the writer analyzed the novel by applying the theories to answer the problem formulation. The fourth step was to draw the conclusions of the study. This step was done after the writer doing library research, formulating the problems, finding the data and theories, and making the analysis. The conclusion drawn by the writer will be the answers of the problem formulation of this study.
CHAPTER 4

ANALYSIS

This chapter is intended to answer the question stated in problem formulation. Before the writer analyzes the personality development of Edmund Pevensie, the writer describes how he is described in the novel. After that, the writer analyzed Edmund Pevensie’s personality development. It analyzes the personality of Edmund Pevensie considering on how the personality change and all possible factors that influence Edmund Pevensie’s personality development.

4.1 The Description of Edmund Pevensie

Referring to definition of protagonist character stated by Rohberger and Woods (1971), Edmund Pevensie is considered as the protagonist character since he is one of the main or central characters in the story. Actually, the novel has more than one protagonist characters as referring to the definition of character stated by them. The central characters of the novel are Edmund Pevensie and his three other siblings. So it can be said that Edmund Pevensie is considered as protagonist character.

Based on Perrin (as cited in Arp and Johnson’s 2009, pp. 164-165), the author presents the characters by explaining the type of the character, Edmund Pevensie is regarded as the dynamic character. Through the story, Edmund undergoes some changes due to several conflicts he encounters during the story that influences his personality development. Edmund’s characters have many realistic traits and they are described very detail by the author. In this case,
according to Griffith’s theory (1986), he is a round character. Therefore, he is a central and dynamic character since throughout the story he is one of the main character in the story and undergoes some changes.

Before the writer analyzed the personality development of Edmund Pevensie, the writer analyzed the description of Edmund Pevensie. To analyze the description of Edmund Pevensie, the writer uses six out of nine ways of characterization according to Murphy’s theory (1972). The first one is personal description. The second is direct comment. The writer described Edmund Pevensie through how the author describes Edmund directly. The third is the conversation with others. The writer used this way to described Edmund Pevensie through how he reacts to various situation and events. The fourth way is the speech. The writer described Edmund Pevensie through what he said. The fifth way is character as seen by others. Through this way, the writer described Edmund through the opinion of other characters. The sixth way is the thought. The writer analyzed on what he thought through the novel.

4.2 Edmund’s Personal Description

In this section, the writer will describe Edmund Pevensie generally according to Murphy’s theory (1972). In the novel, Edmund is described as one of The Pevensies. He is the third children among his siblings.

Once there were four children whose names were Peter, Susan, Edmud, and Lucy. (p. 3).

…but on the first evening when he came out to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid
of him, and Edmund who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose to hide it (pp. 3-4)

From the passage above, Edmund is older than Lucy (the youngest children in the family) and the youngest boy among them. Meanwhile, Peter is the eldest child and Susan is the second child. Edmund and his siblings are sent away from London due to a war. Because of the situation, they live with an old professor in the heart of the country.

Edmund is a student and his age is only a year older than Lucy. It can be shown by passages below:

“Please, your Majesty,” said Edmund, “I don’t know what you mean. I’m at school…..at least I was…it’s the holiday now.” (p. 33)

And Edmund gave a very superior look as if he were far older than Lucy (there was really only a year’s difference)…..(p. 45)

### 4.3 Edmund’s Initial Personality

This part aims to describe the personality of Edmund Pevensie before he undergoes the personality development. The writer describes Edmund’s personality by analyzing his characteristic according to Murphy’s theory on how the author describes the character.

#### 4.3.1 Bad-Tempered

In the beginning of the story, Edmund is commonly described as a boy who has some bad attitude and one of them is bad temper. The author gives direct comment that Edmund has bad temper.
“Oh, come off it!” said Edmund, who was tired and pretending not to be
tired, which always made him bad-tempered. “Don’t go on talking like
that.”
“Like what?” said Susan; “and anyway, it’s time you were in bed.”
“Try to talk like Mother,” said Edmund. “And who are you to say when
I’m going to go to bed? Go to bed yourself.” (p. 4)

From the explanation above, Edmund is also a boy who does not want to be
controlled by others. His bad temper is also described by his conversation with
other. His bad temper is shown when he questions the Susan’s authority over him.
He does not want anybody try to control him like his parents. It actually indicates
that he really needs his parents’ existence since he is far away from home due to
war. Edmund’s bad tempered makes him becomes disrespectful to Susan even
though she is older than him. He might feel uncomfortable with the new place and
try to hide his feelings by showing his bad temper.

His bad temper is also described by another character. Susan’s reaction on
Edmund’s action shows that he is bad-tempered boy:

“Do stop grumbling, Ed,” said Susan. (p. 5)

His grumbling shows that he does not respect his brother and sisters. The word
“grumbling” indicates his bad temper. Thus, Susan rebukes him to stop
grumbling.

4.3.2 Spiteful

As the third children in his family, he might feel jealous to his younger
sister since the other siblings (Peter and Susan) are more care with Lucy than him.
He seems to be jealous with his elder brother and sister since they can give order
to him. Therefore, he sees his younger sister, Lucy, as a weak girl and his
subordinate. The different treatment which is done by his siblings makes him become a spiteful to someone who is younger than him. Edmund is described clearly as a spiteful boy and likes to sneer at Lucy in the fifth chapter of the novel.

The others who thought she was telling a lie, and a silly lie too, made her very unhappy. The two elder ones did this without meaning to do it, but Edmund could be spiteful, and on this occasion he was spiteful. He sneered and jeered at Lucy and kept on asking her if she’d found any other new countries in other cupboards all over the house. (p. 26)

From the explanation above, the author gives direct comment on how Edmund treats Lucy and keeps playing around with her about her discovery in the wardrobe. He keeps asking her about other country she found during playing hide-and-seek since Lucy told her siblings that she found a magic place inside the wardrobe. Her siblings do not believe in her and consider it as a lie and they forget it, but Edmund keeps sneering at her.

And Edmund gave a very superior look as if he were far older than Lucy (there was really only a year’s difference) and then a little snigger and said, “Oh yes, Lucy and I have been playing—pretending that all her story about country in the wardrobe is true. Just for fun, of course. There’s nothing there really. (p. 45)

The quotation shows how Edmund tries to make her sad by not admitting that he also found the magic world named Narnia through the wardrobe. When Lucy comes to Narnia for the second time, Edmund follows her without her knowing and he meets the White Witch for the first time. When both of them come back to the real world, Lucy tells the two elders that Edmund is also in Narnia. However, Edmund says that Narnia is not real and he just plays with Lucy instead of telling the truth. He does not want his siblings to know that he had been
in Narnia and met the White Witch. Another character also describes Edmund as a spiteful boy by giving opinion about Edmund.

“Look here,” said Peter, turning on him savagely, “shut up! You’ve been perfectly beastly to Lu ever since she started this nonsense about the wardrobe, and now you go playing games with her about it and setting her off again. I believe you did it simply out of spite. (p. 45)

Through the quotation, it can be shown how Peter is angry with him. As the oldest children in the family, he is expected to be able to lead his siblings. When he knows that Edmund just sneers at Lucy, he is extremely angry with him, even he calls him as beast.

“You didn’t think anything at all,” said Peter; “it’s just spite. You’ve always liked being beastly to anyone smaller than yourself; we’ve seen that at school before now.” (p. 46)

The passage above tells how Peter describes Edmund. Peter knows very well how beast he is to someone who is smaller than him. It can be said that Peter is a little bit rude to Edmund. In this chapter, it is very clear that Edmund is having bad relation with his siblings because of his spitefulness especially to Lucy for being a very truthful child. Later, it will be described in the novel that Edmund really hates Peter for being rude to him and being treated him differently.

4.3.3 Vindictive

Since Edmund is so annoying throughout the novel, Peter seems difficult to forgive Edmund for making some troubles for Lucy. For Peter, his attitude is so childish and spiteful that he says that Edmund is perfectly beast to Lucy. Knowing that Peter more care with Lucy than him, Edmund starts to hate Peter and wants to
revenge to him. It is clearly shown when he comes to Narnia for the first time and meets the White Witch. He is tempted into her offering to be a king in Narnia if he could bring his other sibling to her. In his mind, being a king means that he can do anything toward Peter and revenge what Peter has done to him.

In chapter seven, the author describes clearly through Edmund’s thought how he imagines that he is a king and the Peter’s reaction about him.

That was what the others chiefly noticed, but Edmund noticed something else. A little lower down the river there was another small river which came down another small valley to join it. And looking up that valley, Edmund could see two small hills which the White Witch had pointed out to him when he parted from her at the lamp-post that other day. And then between them, he thought, must be her palace, only a mile off or less. And he thought about Turkish Delight and about being a King (“And I wonder how Peter will like that?” he asked himself) and horrible ideas came into his head. (p. 70)

The paragraph shows how Edmund really wants to look more superior than Peter. He thinks that if he can be a king, Peter will obey him and cannot give order to him. It also indicates that Edmund does not want to be controlled by other people. He really wants to give order like Peter does.

He did want Turkish Delight and to be a Prince (and later a king) and pay Peter out for calling him a beast. (p. 89)

From the quotation above, it shows that he wants to be a king just for making Peter payback for being rude to him and call him a beast. He cannot accept what Peter said to him even though it is because of himself. Peter’s word seems buried so deep down in his heart that he wants to make Peter regrets what he has said to him.

He now reached this and turned to follow it up. But the little valley down which it came was much steeper and rockier than the one he had just left
much overgrown with bushes, so that he could not have managed it at all in the dark. Even as it was, he got wet through for he had to stoop under branches and great loads of snow came sliding off onto his back. And every time this happened he thought more and more how he hated Peter—just as if all this had been Peter’s fault. (pp. 91-92)

From the passage above, the author gives direct comment clearly how Edmund hates Peter. He blames Peter when he finds difficulty on the way to the White Witch’s palace. He thinks that all of the difficulty happens because of Peter.

4.3.4 Greedy and Selfish

In the third chapter, it is described that Edmund enters Narnia through the wardrobe for the first time. He follows Lucy into the wardrobe to tease her about the imaginary world. Surprisingly, the imaginary world is real. There, he meets the White Witch and he is interrogated about who he is and how he came to Narnia. Edmund also asks Turkish Delight (kind of candy) to her since he is fond of Turkish Delight. In the next chapter, the author gives direct comment on how Edmund is crazy about Turkish Delight.

At last the Turkish Delight was all finished and Edmund was looking very hard at the empty box and wishing that she would ask him whether he would like some more. (pp. 37-38).

He does hope that the White Witch will give more Turkish Delight. Instead of giving the Turkish Delight, she asks Edmund to bring his three other siblings to her. She promises him to make him become a king of Narnia if he does so.

“It is a lovely place, my house,” said the Queen. “I am sure you would like it. There are whole rooms full of Turkish Delight, and what’s more, I have no children of my own. I want a nice boy whom I could bring up as a prince and who would be King of Narnia when I am gone. While he was
Prince he would wear a gold crown and eat Turkish Delight all day long…..”
…..”I think I would like to make you the prince---someday, when you bring the others to visit me.”
“Why not now?” said Edmund. (pp. 38-39)

Through Edmund’s reaction in the conversation, it is clear that he is very impatient to get the Turkish Delight. It seems that he will do anything to get the it. His fondness about Turkish Delight makes him become a greedy boy.

Edmund was already feeling uncomfortable from having eaten too many sweets, and when he heard that the Lady he had made friends with was a dangerous witch he felt even more uncomfortable. But he still wanted to taste that Turkish Delight again more than he wanted anything else. (p. 42)

Edmund has been told by Lucy that the White Witch is actually an evil who enchanted Narnia into everlasting winter. In the paragraph, Edmund feels a bit afraid of the White Witch. However, his fear is covered by his greediness and selfishness so he still wants to eat more the Turkish Delight. He does not care about other people say about the White Witch. He only cares that he really wants the Turkish Delight and wants to eat it more and more.

And then between them, he thought, must be her palace, only a mile off or less. And he thought about Turkish Delight and about being a King (“And I wonder how Peter will like that?” he asked himself) and horrible ideas came into his head. (p. 70)

The quotation above is in seventh chapter when The Pevensies enter Narnia. When they arrive in Mr. Tumnus’s house, they find that he is arrested by the Secret Police under the White Witch’s command. Feeling guilty about Mr. Tumnus, they want to save him. They finally meet The Beavers who told anything about Mr. Tumnus’s arrested. While the others are thinking how to save Mr. Tumnus, Edmund only concerns with the White Witch’s palace. He always
remembers the White Witch’s promise to give him Turkish Delight and make him become a king. He does not even think that he should save Mr. Tumnus since Mr. Tumnus has been very kind to his sister. It shows how selfish and greedy he is that he does not care anything else rather than to get what he wants.

4.3.5 Skeptical

Since Edmund is in a half side toward the White Witch, he is difficult to trust Aslan. Even though he already knew who the White Witch is and how she is after The Beavers explain about the White Witch, he still cannot accept it. Moreover, he never meets Aslan. He is still in his own perception about the White Witch that she is a nice person. His skeptic toward Aslan is clearly described on chapter seven when The Pevensies come to The Beavers’ house.

At the name of Aslan each one of the children felt something jump in its inside. Edmund felt a sensation of mysterious horror. Peter felt suddenly brave and adventurous. Susan felt as if some delicious smell or some delightful strain of music had just floated by her. And Lucy got the feeling you have when you wake up in the morning and realize that it is the beginning of the holidays or the beginning of summer (p. 68)

The author wants to describe how Edmund thinks about Aslan by describing his thought. It is clear that each child has different reaction when they hear about Aslan, but Edmund’s reaction is the most different than the others. It can be seen that in the passage above Edmund feels something fear when he hears Aslan’s name. While the others feel comfortable and secure when they hear Aslan’s name. This different reaction indicates that he has different perception about Aslan. When he knows that the White Witch is Aslan’s enemy, he thinks that Aslan is not as good as the others think. He still thinks that the White Witch is
a nice person since she treated him very well in the first day he entered Narnia. Moreover, she promises him to make him become a king and give him what he wants. He also does not believe that Aslan is a savior.

In the chapter nine, it also describes how Edmund thinks about the White Witch and Aslan. The author describes a moment that Edmund is skeptic by Edmund’s speech.

“Because,” he said to himself. “all these people who say nasty things about her are her enemies and probably half of it isn’t true. She was jolly nice to me, anyway, much nicer than they are. I expect she is the rightful Queen really. Anyway, she’ll be better than that awful Aslan!” (p. 89)

From his opinion about Aslan, he thinks that Aslan is awful and worse than the White Witch. The way the White Witch treats him make he feel that she is trustworthy person. Although he knows that she can do horrible things such as turning everything into stone, he tries to bring aside that thought. In the next paragraph, it is told that Edmund actually starts to think whether what he does is right or wrong. Deep down his heart, he realizes that the White Witch is bad and cruel. However, he also cannot trust Aslan.

In chapter nine, it is described that Edmund has a bad idea about Aslan. Since he knows that the White Witch can turn everything into stone, he also hopes that she can do it to Aslan. The author describes that Edmund is skeptic by describing his thought.

“Probably,” he thought, “that is the great Lion Aslan that they were all talking about. She’s caught him already and turn him into stone. So that’s the end of all their fine idea about him! Pooh! Who’s afraid of Aslan?” (pp. 95-96)

Then he said, “Yah! Silly old Aslan! How do you like being a stone? You thought yourself mighty fine, don’t you?” (p. 96)
In the first passage, Edmund hopes that the lion statue in the White Witch’s house is Aslan’s statue. If it is so, he will feel happy because he does not have anything to be afraid of. Since he feels afraid of Aslan, he thinks it will be better if she turns him into statue. His horrible idea comes due to his fear of Aslan and his trust in the White Witch.

4.3.6 Traitorous

In the chapter eight, there is a situation that indicates he has betrayed his siblings and The Beavers. It begins when Edmund is in The Beaver’s house. In the middle of listening to the story about Aslan and the White Witch, he sneaks out and goes to the White Witch’s palace. The author capture a moment in which Edmund presents his betrayal from character as seen by other. His betrayal is described by Mr. Beaver. His explanation is shown in quotation below.

“The reason there’s no use looking,” said Mr. Beaver, “is that we know already where he’s gone!” everyone stared in amazement. “Don’t you understand?” said Mr. Beaver. “He’s gone to her, to the White Witch. He has betrayed us all.” (p. 84).

Edmund’s betrayal is also described through dialogue with the White Witch when he arrives in her palace.

"Is this all your news?" she asked.
"No, your Majesty,” said Edmund, and proceeded to tell her all he had heard before leaving the Beavers' house.
"What! Aslan?” cried the Queen, "Aslan! Is this true? If I find you have lied to me -" 
"Please, I'm only repeating what they said," stammered Edmund. (p. 99)

The passage above can be considered as betrayal because Edmund tells all he has heard about Aslan who is the White Witch’s enemy. Even though he has
betrayed his siblings by giving the information to the White Witch, he does not realize for what he has done. He does it unconsciously. All his thought is how to get the Turkish Delight and then to be a king. He only thinks how to get what he wants by bringing his siblings to the White Witch without thinking the impact of his action. His desires for the Turkish Delight and being a king shows that even though he knows the White Witch can do terrible thing, he is not worried about bringing his siblings to her which makes him betray his siblings. He assumes that when he gives what the White Witch wants he also can get what he wants. His greediness covers all of his common sense. His hatred and revenge towards Peter leads him to do terrible things.

Another reason why he betrays his siblings is he might feel afraid of the White Witch since he fails to bring his siblings into her palace. Especially when he hears that she can turn everything into stone. He tells what he hears from The Beavers about Aslan merely to avoid the White Witch’s punishment. Deep down inside his heart, he realizes that the White Witch is actually cruel and evil. Although he betrays his siblings unconsciously, his action is still considered as betrayal since his action gives dangerous impact for his siblings.

4.4 Personality Development of Edmund Pevensie

It has been discussed that human’s personality is possible to change. In other words, personality is dynamic. The personality can change through some experience and particular situation. Hurlock (1974) states that there are some conditions which are responsible or in other words factors that influence
personality change, they are changes in significant people or person, physical change, change in environment, change in roles, great motivation, and change in self-concept. Those conditions can give great impact in personality change.

Edmund’s personality develops in the story through experience and situation in Narnia. In this part, the writer analyzed the personality development of Edmund along with the factor influences in his personality development. The writer used Hurlock’s theory particularly theory of personality changes to analyze Edmund’s personality development.

4.4.1 Caring and Loving

In chapter eleven, it is clear that Edmund’s personality starts to develop. He becomes caring about others. It can be shown in the passage below:

"He has - he has - he has!" it squeaked, beating its little spoon on the table. Edmund saw the Witch bite her lips so that a drop of blood appeared on her white cheek. Then she raised her wand. "Oh, don't, don't, please don't," shouted Edmund, but even while he was shouting she had waved her wand and instantly where the merry party had been there were only statues of creatures (one with its stone fork fixed forever half-way to its stone mouth) seated round a stone table on which there were stone plates and a stone plum pudding. (p. 116)

The situation happens when the White Witch and Edmund look for The Beavers and The Pevensies. In the middle of their searching, they find a party held by some talking animals. The White Witch wonders where they can get many foods in the winter. They say that they get all the foods from the Father Christmas. Hearing about the Father Christmas, the White Witch is surprised and angry because his existence indicates that the eternal winter is over. It also means that her power is weak. Releasing her anger, she tries to turn the animals into stones. Edmund tries to stop her but it is too late. The fact that she is willing to
turn everything into stone or kill whoever blocks her way leads Edmund’s decision to change his personality. Edmund’s action indicates that his personality is slowly developed.

His caring about others is also described by the author through Edmund’s feeling and thought.

"As for you," said the Witch, giving Edmund a stunning blow on the face as she re-mounted the sledge, "let that teach you to ask favour for spies and traitors. Drive on!" And Edmund for the first time in this story felt sorry for someone besides himself. It seemed so pitiful to think of those littlestone figures sitting there all the silent days and all the dark nights, year after year, till the moss grew on them and at last even their faces crumbled away. (pp. 116-117).

The author describes Edmund’s feeling about the White Witch’s action to the animals. For the first time, he feels his empathy towards the pitiful animals. When it is compared with his previous attitude, it is clearly different.

His personality develops because there is changes in significant people or person. According to Hurlock (1974), the changes in significant people or person can give impact in individual’s personality development. If there is a great difference, the individual will motivates himself to effect greater change. In this case, the significant people that can give impact to Edmund’s personality are the White Witch and her servants. From the novel, particularly in chapter nine, the White Witch shows the changes in her attitude. She shows that she is cruel and rude. It can be shown the way she speaks to Edmund when he fails to bring his siblings:

“How dare you come alone?” said the Witch in terrible voice. “Did I tell you to bring the others with you? (p. 99)
Edmund is also treated badly by the White Witch and her servants. She orders her servants to give him a dry bread when he is extremely hungry and tired. In this situation Edmund starts to think about his siblings. He finally realizes that he needs his siblings more than anything else.

He would have given anything to meet the others at this moment – even Peter! The only way to comfort himself now was to try to believe that the whole thing was a dream and that he might wake up at any moment. And as they went on, hour after hour, it did come to seem like a dream. (p. 114)

The change of the White Witch makes him realize that his siblings are much better than her. It also makes him more care about others. Since he sees how she treats the talking animals by himself, he shows his empathy by trying to stop the White Witch to turn the animals into stones. His ability to show compassion comes from his suffering by the White Witch’s cruel treatment. After undergoing such a suffering experience and enduring painful consequences of his decision for being friends with the White Witch, Edmund finally discovers that he needs to care with others. The great change of the White Witch gives great impact in Edmund’s personality. He becomes caring about others and he starts to think about his siblings.

The other significant people who influence Edmund to develop his personality are his siblings. They influence his personality development indirectly since they make him realize that they are better than the White Witch. In the situation when Edmund becomes the White Witch’s prisoner, he compares the White Witch’s treatment with his siblings’ treatment. He realizes that his siblings never treat him badly like the White Witch does. This situation leads him to realize that he can be a good person.
4.4.2 Regretful

In the beginning, the author describes Edmund as someone who does not like to admit his mistakes. His bad attitude always makes his little sister cries and feels sad. However, after he has a terrible experience with the White Witch, he changes become someone who recognizes and feels sorry for his mistakes. His changing can be shown in passage below:

Edmund shook hands with each of the others and said to each of them in turn, "I'm sorry," and everyone said, "That's all right." And then everyone wanted very hard to say something which would make it quite clear that they were all friends with him again -something ordinary and natural -and of course no one could think of anything in the world to say. (p. 139)

Edmund admits that what he has done is wrong. He apologizes directly to his siblings and fortunately his siblings forgive him. His simple action indicates that he really regrets what he has done. This personality development is influenced by the change in self-concept.

Hurlock (1974) states that one of the conditions that facilitate changes in the self-concept is the use of introspection. During being a prisoner of the White Witch, he slowly realizes that his action gives dangerous impact for him and his siblings. His introspection can be shown in passage below:

All the things he had said to make himself believe that she was good and kind and that her side was really the right side sounded to him silly now. He would have given anything to meet the others at this moment - even Peter! The only way to comfort himself now was to try to believe that the whole thing was a dream and that he might wake up at any moment. And as they went on, hour after hour, it did come to seem like a dream. (p. 114).

When he feels exhausted, disappointed, and hungry, he starts to reflect for what he has done to his siblings. He thinks that he has been very bad to them and
in that situation he really needs his siblings. His introspection leads him to regret for what he does and apology to his siblings.

His conversation with Aslan also makes him be able to have introspection. However, the conversation does not give clear information about what happens between Aslan and Edmund.

As soon as they had breakfasted they all went out, and there they saw Aslan and Edmund Walking together in the dewy grass, apart from the rest of the court. There is no need to tell you (and no one ever heard) what Aslan was saying, but it was a conversation which Edmund never forgot. (p. 139)

Even though the author does not give any information about the conversation, it can be the implication that the impact of the conversation makes Edmund realizes his mistakes by apologizing to his siblings and reuniting with them.

4.4.3 Brave

After he reunites with his siblings and joins Narnia’s army, he helps Peter in the battle to defeat the White Witch.

There stood Peter and Edmund and all the rest of Aslan’s army fighting desperately against the crowd of horrible creatures whom she had seen last night…. (p. 176)

The quotation above shows how the author starts to describe Edmund’s bravery for participating in the battle. Edmund risks his own life to help Narnian destroy the dark magic of the White Witch. Edmund’s bravery is also clearly described in chapter seventeen. It is described by Peter when Aslan, Lucy, and Susan arrived in battle field and he tells them what happens in the battle.

"It was all Edmund's doing, Aslan," Peter was saying. "We'd have been beaten if it hadn't been for him. The Witch was turning our troops into stone right and left. But nothing would stop him. He fought his way through three ogres to where she was just turning one of your leopards into
a statue. And when he reached her he had sense to bring his sword smashing down on her wand instead of trying to go for her directly and simply getting made a statue himself for his pains. (pp. 178-179)

The passage above shows how brave Edmund is. He even dares to fight the White Witch who tries to kill and turn the Narnian into stones. He has done something that he never did before. Edmund shows that he is fearless in all of the battles. His heroic action even causes him to get terrible wound.

“He was terribly wounded. We must go and see him”. (p. 179)

They found Edmund in charge of Mrs Beaver a little way back from the fighting line. He was covered with blood, his mouth was open, and his face a nasty green colour. (p. 179)

The passage shows the risk that Edmund gets from his heroic action. He is really in a critical condition until Lucy comes to heal him with her precious magic cordial. Edmund’s courageous action shows that he cares about the welfare of Narnian. His brave action in the battle against the White Witch makes him be crowned as a king of Narnia.

The personality development of Edmund’s bravery is influenced by two factors:

a. Changes in Roles

The first factor that influences Edmund to become brave is changes in roles. According to Hurlock’s theory (1974), changes in role can effect on individual’s personality development. Hurlock (1974) says “if role changes result in more favorable status, there will be a change for the better in the person’s self-concept” (p. 127). In other words, when someone has better role changes in roles than his roles before, his personality can be developed better. In the beginning of the story, Edmund is only an ordinary boy who has bad temper to his siblings.
Meanwhile in Narnia, he is one of the members of Narnia’s army which is prepared to fight the White Witch. When he decides to apologize and reunite with his siblings, it also indicates that he wants to join them in the army to defeat the White Witch.

There stood Peter and Edmund and all the rest of Aslan’s army fighting desperately against the crowd of horrible creatures whom she had seen last night…. (p. 176)

In passage above, Edmund decides to join in the battle with Narnia’s army. His role as the member of the army motivates him to be brave to fight the enemy. His personality is slight different from he is as an ordinary boy in his family. As a boy who wants to be respected by his siblings and who is spiteful to his younger sister, he can be so annoying to them. However, after he joins his brother in Aslan’s army, he can be very brave. Thus, he feels that he has responsibility to protect his people from the White Witch even he has to risk his own life by getting terrible wound (p. 179).

b. Strong Motivation

The second factor that influences him to become brave is strong motivation. Hurlock (1974) states that the change in personality can be effected if there is strong motivation to change it (p. 127). Commonly, people have motivation to change his personality to improve their social relationship. In this case, Edmund has strong motivation to change his initial personality to be nobler person. The motivation comes from himself and from other person. The motivation from himself is when he realizes what he has done to his siblings and Narnian. Regretting for his mistakes, he wants to fix everything by joining in the
battlely. He wants to prove that he can be a person who can be relied on. He motivates himself to change his personality to be a brave person and wants to show everyone that he can be a better person.

Motivation from other people comes from Aslan. When Edmund knows that Aslan is the one who rescues him for being the White Witch’s prisoner, he wants to pay for all what he has done. Even though Aslan has been betrayed by him, he does not give punishment for him. He even rescues him from the White Witch. Aslan’s kindness motivates him to change his bad personality and becomes a useful person for Narnia. Moreover, he has private conversation with Aslan after he has been rescued. Though the information of their conversation is not clear, Aslan might gain Edmund’s courage to give motivation to be brave to against the White Witch. Aslan might gain Edmund’s courage to fight in the battle. Thus, Edmund demonstrates that he becomes fearless in the battle.
CHAPTER 5
CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts. They are conclusion, implications, and suggestions. The first part presents the answer to the problem formulation. The second part gives necessary implication for education. The last part is suggestions for future researchers who might be interested in conducting further studies of the novel.

5.1 Conclusion

After the writer analyzed the novel, Edmund Pevensie is described as the central character in the novel entitled *The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*. He is described as the third child in his family. He lives apart from his parents with his siblings due to a war. Throughout the novel, Edmund is described as a bad-tempered, spiteful, and traitorous. He has bad relationship with his siblings that leads him to betray them by being friend with the White Witch.

His spitefulness is shown in how he treats Lucy as his younger sister. He releases his spitefulness by sneering at Lucy when she finds Narnia through a wardrobe. As an older brother to Lucy, he cannot treat his sister well even he often makes her down with his sneer. His spiteful is caused by the different treatment from his siblings. It makes him to be spiteful to someone who is younger than him.
Edmund’s bad temper is shown when his older siblings, Peter and Susan, give an order to him and Lucy. He is a boy who does not want to be controlled by other people except his parents. It makes him showing his bad temper whenever his siblings order him. Among his siblings, he seems hate Peter the most. His hatred Peter leads him to be a traitor. It happens when he meets the White Witch who promises him to make him become a king if he can bring his siblings to her. Since he wants to be more superior than Peter, he is tempted to her promise and starts to betray his siblings and Narnian.

Edmund has round and dynamic character where he undergoes developments that are shown in the changing of his personality. He becomes caring and loving to other people. It can be shown when he sees with his own eyes how the White Witch treats animals badly. He tries to stop the White Witch for turning the animals into stones. His personality development is influenced by the changes in significant people. The White Witch who treated him nicely in their first meeting becomes very cruel person. She treats Edmund very badly. That situation influences Edmund’s personality development.

The second personality development of Edmund Pevensie is he becomes regretful. It can be shown when he apologizes to his siblings and reunites with them after being rescued by Aslan. His apology indicates he realizes that what he has done is wrong. His personality is developed because there is an introspection inside him. Introspection is one of the conditions that facilitates changes in self-concept. When he is treated badly by the White Witch, he reflects what he had done and finally realizes that his action can bring him and his siblings in a
dangerous situation. Thus, he apologizes to his siblings for what he has done and reunites with them.

The third personality development of Edmund Pevensie is he becomes brave. His bravery can be shown when he joins in the battle with other members of Narnia’s Army to fight the dark magic of the White Witch. He transforms to be a very heroic person even he risks his own life in the battle and gets terrible wounds while he is fighting with the White Witch. His personality development is influenced by the change in roles. In the beginning of the story, he is only an ordinary boy who has bad personality. However, when he joins Peter in Narnia’s Army, he becomes very brave. Since he is one of the members of Narnia’s Army, he has responsibility to help the fighting with the White Witch. His current role as the member of the army motivates him to become brave person.

His personality development is also influenced by strong motivation. The motivation comes from himself and other people. Edmund has strong motivation to develop his personality. He has strong motivation to be a noble person who can be relied on. Regretting his mistakes, he wants to fix everything by joining the army in the battle and becomes brave. He wants to show the other that he can be a better person. He also gets motivation from Aslan who motivates him through secret conversation between them. He encourages Edmund for being a brave and heroic person.

Finally, Edmund’s personality developments are he becomes caring and loving, he becomes regretful, and he becomes brave. His personality
developments are influenced by changes in significant people, changes in self-concept, changes in roles, and strong motivation.

5.2 Implications

From the result of the study, the writer found the implications of the study especially for future teachers. First, as future teachers, we can learn from the central character that people are not always bad. Someday, they will change their bad attitude and become good people. Second, we are not only expected to be able to transfer our knowledge to our students, but also we are expected to be able to observe their psychological aspect. We can learn an idea about personality from this study so we can learn about our students better.

5.2 Suggestions

_The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe_ is very interesting with many moral values. C.S Lewis tries to describe how human can be tempted easily by wealth and position. He also wants to describe that to be jealous of something can bring the person into an unhappiness. By understanding his work, we are able to gain deeper knowledge of human life.

In addition, the writer suggests the further researcher to conduct the research using this novel since this novel has many aspects to be analyzed. The future writer can conduct the research on analyzing the motivation of Edmund Pevensie to be a king of Narnia or analyzing on moral value revealed in the novel.
Another suggestion is about the Christian values depicted in the novel since the writer is famous in including Christian values through his works.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1


The Pevensies, consist of Peter, Susan, Edmund, and Lucy Pevensie, live with their parents in London. One day, they are sent away from London due to air-aid and they live with an old professor in the heart of the country. Since there are only four of them, one maid, and a professor who is always busy in his room, they decide to play hide-and-seek inside the house. Lucy who finds a wardrobe decides to hide inside the wardrobe. Surprisingly, she finds a place full of snow (whereas it is not winter in London) which later on known as Narnia. There, she meets a faun named Mr. Tumnus and makes a good friend with him. When she comes back to the game, she tells everything about what she has experienced in Narnia. Unfortunately, her siblings do not believe her and think that she is going too far in
the game. Edmund, who has always been spiteful to Lucy, keeps sneering her by his joking about imaginary world which makes her down.

One night, without Lucy’s knowing, Edmund follows her entering Narnia through the wardrobe. He gets lost in Narnia because he cannot find Lucy. Unintentionally, he meets a cruel witch who is always been known as the White Witch. She really does not like human because she is afraid that they will take her position as the emperor of Narnia. That is why she tries to kill all human who come to Narnia (Narnia consists of talking-animal). When she knows that Edmund has other siblings, she asks him to bring his siblings to her and she will make him a King of Narnia as his pay. Edmund, who has bad relationship with his siblings, agrees with her without knowing that what he has done will bring danger to his siblings and himself.

One day, The Pevensies hide inside the wardrobe to avoid the maid. Surprisingly, they find Narnia like what Lucy has told them and they believe in her now. They decide to see Mr. Tumnus who is always be a good friend to Lucy. Suddenly, they meet The Beavers who tell them that Mr. Tumnus has been kidnapped by the secret police of Narnia due to making friend with human. Feeling guilty to him, they want to free him. Before they look for Mr. Tumnus, they stay for a while in The Beavers’ house to have dinner. In that house, The Beavers tell everything about Narnia, including the reason why Narnia has eternal winter, about the White Witch, and Aslan who is the true Emperor of Narnia. However, Edmund does not believe the story and keep trusting the White Witch as nice person. He sneaks out the house to find the White Witch’s palace.
Realizing that Edmund has gone, they decide to look for him. The Beavers finally realize that they have been betrayed by Edmund. They tell The Pevensies that they cannot save Edmund by themselves. The one who can help them is Aslan. From now, they look for Aslan and ask him to save Edmund.

In the White Witch’s palace, Edmund tells her that he cannot bring his siblings. The White Witch is extremely angry with him and she will give him punishment. Being treated badly by her and her servants makes him realize that his siblings are much better than her. Finally, the White Witch makes him a prisoner. She tries to find The Pevensiess and The Beavers and kill them. Edmund, who has been trapped by the White Witch, feels so afraid but cannot do anything to escape from her. Fortunately, with Aslan’s help, he finally can escape from the White Witch and reunite with his siblings. He also joins a battle to fight against the White Witch. In the end of the story, they can defeat the White Witch and they become the kings and queens of Narnia.

Adapted from: http://www.shmoop.com/lion-witch-wardrobe/summary.html
Appendix 2

About The Author

Clive Staples Lewis or better known as C.S. Lewis was a British novelist, poet, essayist, lecturer and Christian apologist. He was born on November 29, 1898 in Belfast Ireland. He is best known for his fictional works especially *The Screwtape Letters*, *The Chronicles of Narnia*, and *The Space Trilogy*. After graduated from Oxford University, he taught in at Magdalen College which was part of the university. He also joined The Inklings group, an informal group consist of writers and intellectuals. By joining the group, Lewis found himself reembracing Christianity after having become disillusioned with the faith as a youth.

Lewis began publishing his first works in 1920s with his first book, the satirical *Dymer* (1926). During 1950s, Lewis started to publish the seven books that would comprise *The Chronicles of Narnia* children’s series, with *The Lion, The Witch, and The Wardrobe* being the first released. He put some representative
from Christian bible throughout the story, for example Aslan, a lion and a ruler of Narnia who has been interpreted as Jesus Christ. Though the book received some negative reviews, the series has retained its international popularity over the decades.

Adapted from: https://en.m.wikipedia.org/wiki/C._S._Lewis