DOUGLAS’ ULTIMATE DECISION TO LEAVE HIS DREAMED JOB
AS SEEN IN JACK SEWARD’S THE DIPLOMAT

A THESIS

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

By
Ely Sigit Ertanto
Student Number: 041214121

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Date
9 June 2011
A Thesis on

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Defended before the Board of Examiners
on 9 June 2011
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Yogyakarta, 9 June 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, 9 June 2011
The Writer

Ely Sigit Ertanto
041214121
I do not choose to be a common man.  
It is my right to be uncommon.  
I seek opportunity, not security.  
I do not wish to be kept citizen,  
Humble and deluded by having the State to look after me.  
I want to take the calculated risk,  
To dream and to build,  
To fail and to succeed.

When things go wrong, as they sometimes will,  
When the road you're trudging seems all up high,  
And you want to smile, but you have to sigh,  
When care is pressing you down a bit,  
REST, if you must — but DON'T YOU QUIT.

I will never cower before any master,  
Nor bend to any threat.  
It is my heritage to stand erect, proud and unafraid,  
To enjoy the benefit of my creations,  
And to face the world boldly,  
And this is what it means to be a MAN

adapted from Dean Alfange’s I Do Not Choose to Be a Common Man

dedicated to those daring to dream the impossible dream, to those daring to fight the unbeatable foe,  
and to those daring to reach the unreachable star.
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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

Nama : Ely Sigit Ertanto
Nomor Mahasiswa : 041214121

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DOUGLAS’ ULTIMATE DECISION TO LEAVE HIS DREAMED JOB AS SEEN IN JACK SEWARD’S THE DIPLOMAT

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Demikian pernyataan ini yang saya buat dengan sebenarnya.

Yogyakarta, 9 Juni 2011
Yang menyatakan

(Ely Sigit Ertanto)
ACKNOWLEDGEMENTS

Primary and foremost, my deepest gratitude goes to Most Gracious and Most Merciful Allah SWT for the faith in me and the assistance in the period of bitterness and happiness in life.

I am profoundly indebted to my mother, Ch. Sukartinem, who has given whatever she has for me. She is the best woman I have ever known. I can feel her immeasurable love, whatever my conditions are, she is always there. She knows I always need her warmth. I also want to express my greatest gratitude to my father, Endro Maryono, who has shaped me like the way I am now. My special thanks also goes to my beautiful sister, Rinda Yuanita, whose endless supports and prayers have kept me going. What a lucky man I am, having a lovely sister like her. There will not be enough space here to write expressing how I love them, my mother, father, and sister.

I owe my deepest gratitude to my only sponsor, Drs. Antonius Herujianto, M.A., Ph.D, for his guidance, assistance and useful feedbacks during the completion of this thesis. I also express my sincere appreciation to all PBI lecturers and staff whose dedicated work have made me be able to speak, read, listen to and write English. Now, the world of unlimited knowledge and information is opened for me.

My special thanks also goes to my lady. I am really sorry that I still cannot mention her beautiful name here to beautify my thesis. She has absolutely been my motivation to finish this thesis. I love her. She knows I always do.
Further, I would like to express my deepest gratitude to all PBI friends, especially “The Grassroots” friends: Greg, Alexy, Patrick, Egnas, Billy, for their supports and fresh jokes that keep me sane.

Last but not least, I would like to thank everyone whom I cannot mention here one by one but surely I cannot complete this thesis without their helps and supports, God bless them all.
ABSTRACT

Ely, Ertanto, Sigit (2011): Douglas’ Ultimate Decision to Leave His Dreamed Job as Seen in Jack Seward’s The Diplomat. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This is a study on a novel written by Jack Seward. The novel, entitled The Diplomat, deals with an American diplomat’s affairs with an Eurasian-Japanese girl in Tokyo. The time setting of the novel is after the World War II, after the bombings of Hiroshima and Nagasaki. This novel was written in 1972.

The objective of the study is to find out how Douglas has an ultimate decision to resign from his dreamed job and to leave Japan, the country he is assigned to as seen in Jack Seward’s The Diplomat.

In finding out how Douglas has such an ultimate decision to resign from his dreamed job and to leave Japan, there are two problems to answer in this thesis. First, “How is Douglas, the main character, characterized in this novel?” Second, “How does Douglas make an ultimate decision to resign from his dreamed job and to leave Japan, the country he is assigned to as seen in Jack Seward’s The Diplomat?”

The theories of character, characterization and personality are applied to answer the first question. While the theories of psychology and motivation are used to answer the second question. This study uses Psychological approach.

In order to complete the analysis, this study employs library research, whereby the data are obtained from both the primary and secondary ones. Jack Seward’s The Diplomat becomes the basis of my analysis, while the supporting references are mostly taken from relevant books and the internet. Dealing with the study, therefore, I use psychological approach as a tool to analyze the case as it concerns with human's psychological aspect of life.

Having applied Murphy's theory of characterization, the analysis finding, thus, reveals the character of Douglas as a thoughtful, loving, sensitive, caring, wise, and brave person.

From the characteristics of Douglas, some reasons of Douglas leaving his dreamed job can be found. They are, first, Erika is pregnant while Douglas does not want to have an abortion done to the baby. Second, Douglas does not want anybody to tell Erika that Erika is his own daughter. So it can be concluded that it is the power of love that makes Douglas has such an ultimate decision to leave his dreamed job.

It is suggested that further researchers conduct researches on other characters' roles in creating the condition that makes the main character has the ultimate decision. It is also recommended that the novel be used as teaching-learning material in Short Essay Writing I of English Language Education Study Program.
ABSTRAK


Tujuan dari skripsi ini adalah untuk mengetahui bagaimana Douglas mampu memiliki keputusan besar untuk meninggalkan pekerjaan yang sangat dicintainya dan meninggalkan Jepang, negara tempat dia ditugaskan seperti yang terlihat pada Novel The Diplomat karya Jack Seward.


Teori mengenai tokoh, penokohan serta kepribadian digunakan untuk menjawab pertanyaan pertama pada pembahasan pertama. Sedangkan teori-teori mengenai psikologi, personalitas, dan motivasi digunakan untuk menjawab pertanyaan kedua.


Disarankan kepada para peneliti yang akan mengadakan penelitian lebih lanjut pada novel ini untuk melakukan analisis terhadap peran dari tokoh-tokoh lain dalam novel The Diplomat dalam penciptaan kondisi yang membuat tokoh utama mampu mebuat keputusan besar untuk meninggalkan pekerjaan.
impiannya. Penggunaan novel ini untuk mengajar kelas Short Essay Writing I pada Program Studi Bahasa Inggris juga disarankan.
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CHAPTER I
INTRODUCTION

This chapter presents the introduction of the whole study. It is divided into five parts, namely Background of the Study, Aim of the Study, Problem Formulation, Benefits of the Study, and Definition of Terms. The first part, Background of the Study explores the urgency of this study and my personal reasons in selecting the topic of the study. The second part, Objectives of the Study presents the aim of conducting this Study. The third, Problem formulation, presents two problems to limit the scope of the study. The fourth is the benefits of the study. This part elaborates the advantages that the reader may gain from reading this study. And the last, the Definition of Terms presents definition of key terms used in this study.

1.1 Background of the Study

Realizing that analyzing a novel is considered important in order to understand a piece of literary work, a study on literature is taken. As a kind of literary work, novels contain certain exciting knowledge about historical background of certain societies. Not only are novels important to provide valuable knowledge, they are also endowed with qualities that delight our aesthetic sense. Through the characters of novels, we are led to experience the feelings, the conflicts, and the life in a certain social situation. The author
ways of describing particular condition are revealed in how he/she explores the characters.

Unlike any other living creatures, human beings have the aptitude to discern and comprehend various phenomena in society and have the capacity to react towards them. For an instance, human being are endowed with universal emotional capacity that make them united, have the sense of solidarity, caring and loving to each other, of course with their own way of loving and caring. Then again, they have their own intellectual aptitude to deal with the complexity of their own life, environment and human phenomena itself. They have the capacity to differentiate between good and evil, truth and wrongness, fact and illusion. Emotional and intellectual aptitudes combination makes human being progress through reacting towards the phenomena. Exercising those two aptitudes, human being can acquire new knowledge, new understanding, new revelation, and even new life.

Literature may function as a depiction of the socio cultural and even ideological situation of certain period of time (little 1). Undoubtedly, literature plays an important role in human life. Someone who reads literature may gain several positive values, such as knowledge, pleasure, and experience. From literature, he or she can also get some lessons and better understanding about life (Moody 2-3, Wellek and Warren 30).

Psychology is a body of knowledge which studies human psyche, while the most related element of literature to psychology is its human or human-like characters. Literature and psychology have one common purpose
that is to describe human conditions. Literature tries to depict human conditions into drama while psychology studies human characteristic systematically and scientifically (Benedetti 130, Bornstein 144).

This thesis analyses a novel, Jack Seward’s *The Diplomat*. *The Diplomat* is a serious novel about an American diplomat’s affair with a lovely Eurasian-Japanese girl in Tokyo with a highly unusual twist. The time setting of the novel is after the World War II, after the bombings of Hiroshima and Nagasaki. This novel was written in 1972.

The name of the main character is Douglas Eric West. Since he is as an American diplomat and a member of an American embassy, he is not supposed to marry a native girl because it has been stated that those working with the embassy cannot marry a native person. The problem occurs when Dough loves Erika, the Japanese girl. Even though actually, Erika is not purely Japanese, Dough is still not supposed to marry her. Douglas should also solve his problem to know whether Erika, his mistress is his own daughter. After he explores the past, he concludes that Erika is his own daughter. Finally he decides to resign from his job and to leave Japan, the country he is assigned to.

The author of *The Diplomat* is Jack Seward who has already made great novels about Japan and its culture, so the writer thinks that Jack Seward has experienced about Japanese and its culture. As Jack Seward is a Japanese, exploring a literary work having place setting in Japan will be more reliable with Jack Seward’s *The Diplomat*. 
Jack Seward is the author of forty-four books on Japan in both English and Japanese, including *Easy Japanese* and *Outrageous Japanese*. He lived in Japan as an army officer and CIA agent during the Occupation.

In analyzing a novel, it is required to have an own way of thinking so that the study will have its own point of view about the novel. Decision made by Douglas West, the main character in the Jack Seward’s *The diplomat*, to leave Japan, the country he is assigned to, inspires me to write a thesis which discusses the elements of the novel that are Douglas West’s characterization and his unbelievable decision to leave Japan, the country he is assigned to as a diplomat. This is aimed at seeing further Douglas West’s characterization and how he could undoubtedly leave Japan, the country he is assigned to as a diplomat.

Having much concern to the fact stated above, therefore, the study is aimed to find out how Douglas West, the main character of the novel, undoubtedly leaves Japan, the country he is assigned to as a diplomat.

An approach is used to analyze the literary work in this study. In order to reveal how the character of Douglas West is characterized in the novel and what makes him undoubtedly leaving Japan, the country he is assigned to as a diplomat. Psychological approach is used, especially the theory of personality. The theory of behavior and the theory of humanistic are also chosen to complete this study. In addition, this study used also the theory of character and characterization. The psychological approach is used to find out the feeling of the main character since he must adapt to another culture.
The main idea of psychological approach is that the most appropriate way to know the personality and behavior of the main character is based on the personality theory.

Though this study describes about the characterization of the main character in Jack Seward’s *The Diplomat*, but it does not mean that this study will neglect the other elements.

1.2 Objectives of the Study

The objective is to find out how Douglas has an ultimate decision to resign from his dreamed job and to leave Japan, the country he is assigned to as seen in Jack Seward’s *The Diplomat*.

1.3 Problem Formulation

To achieve the objective and specify the study, some research questions related to the topic have been prepared. The questions are formulated as follows:

1. How is Douglas, the main character, characterized in this novel?
2. How can Douglas have an ultimate decision to resign from his dreamed job and to leave Japan, the country he is assigned to as seen in Jack Seward’s *The Diplomat*?
1.4 Benefits of the Study

Some parties are expected to benefit from the study. Firstly, the study would benefit the readers of Jack Seward’s *The Diplomat*. Especially for those who are willing to study this novel. This study will help them in studying the literary work itself, since it will give them some additional information in understanding this novel particularly in analyzing the central character and the psychological aspect upon which it is involved.

There must also be benefits the writer gets from this study. The writer will much more understand a piece of literary work, especially Jack Seward’s *The Diplomat*. Since it is interesting to analyze why a diplomat decides to resign from his job and to leave Japan, the country he is assigned to, for the sake of his relationship with his mistress as seen in Jack Seward’s *The Diplomat*, of course the writer will at least get some knowledge about character and characterization.

To be more general, this study can give beneficial information about the power of love.

For PBI students, this study provides lots of additional information in understanding the novel as one reference to improve reading skill, both in terms of vocabulary and reading comprehension.

It is hoped that this study will help future researchers who are to conduct a literary study about the novel, Jack Seward’s *The Diplomat*. 
1.5 Definition of Terms

There are several important terminologies to help readers follow the study. The definitions are taken from both printed and online materials.

1. Diplomat

Taken from Oxford Advanced Learner’s Dictionary a diplomat is a person whose job is to represent his or her country abroad. Another definition of ‘diplomat’ is a person who is able at dealing with people; a tactful person.

Taken from http://en.wikipedia.org/wiki/Talk:Diplomat, a diplomat is a person appointed by a state to conduct diplomacy with another state or international organization. The main functions of diplomats revolve around the representation and protection of the interests and nationals of the sending state, as well as the promotion of information and friendly relations.

Diplomats are the oldest form of any of the foreign policy institutions of the state, predating foreign ministries, foreign ministers and ministerial offices by centuries.

Taken from http://www.thefreedictionary.com/diplomat, a diplomat is:

a. One, such as an ambassador, who has been appointed to represent a government in its relations with other governments.

b. One who uses skill and tact in dealing with others.

In Jack Seward’s The Diplomat, we can see that Douglas, the main character, is able at dealing with people, even he is able at dealing with
his mistress whom he thinks his own daughter. That is why, in my opinion, this novel is given the title, The Diplomat, out of the fact that Douglas, the main character is a diplomat indeed.

2. Mistress

Taken from http://en.wikipedia.org/wiki/Mistress_(lover)

A mistress is a man's long-term female lover and companion who is not married to him, especially used when the man is married to another woman. The relationship generally is stable and at least semi-permanent; however, the couple does not live together openly. Also the relationship is usually, but not always, secret. And there is the implication that a mistress may be "kept"—i.e., that the man is paying for some of the woman's living expenses.

Historically, the term has denoted a kept woman, who was maintained in a comfortable (or even lavish) lifestyle by a wealthy man so that she will be available for his sexual pleasure. Such a woman could move between the roles of a mistress and a courtesan depending on her situation and environment. In modern times, however, the word mistress is used primarily to refer to the female lover of a man who is married to another woman; in the case of an unmarried man it is usual to speak of a "girlfriend" or "partner." Historically a man "kept" a mistress. As the term implies, he was responsible for her debts and provided for her in much the same way as he did his wife, although not legally bound to do so. In more
recent times, it is more likely that the mistress has a job of her own, and is less, if at all, financially dependent on the man.

A mistress is not a prostitute: while a mistress, if "kept", may essentially be exchanging sex for money, the principal difference is that a mistress keeps herself exclusively reserved for one man, in much the same way as a wife, and there is not so much of a direct quid pro quo between the money and the sex act. There is also usually an emotional and possibly social relationship between a man and his mistress, whereas the relationship to a prostitute is predominantly sexual. It is also important that the "kept" status follows the establishment of a relationship of indefinite term as opposed to the agreement on price and terms established prior to any activity with a prostitute.

In this novel, mistress means, someone to whom one share most parts of his or her life, sex partner. In this study, we can see that Erika is a mistress of the main character. Even though Douglas is not a married man Erika is still considered as his mistress because as a diplomat, he is not allowed to marry a native woman.

3. Character and characterization

Character, according to Abrams in A Glossary of Literary Terms, means:

...the person presented in dynamic or narrative work, who are interpreted by the reader as being endowed with moral and disposition qualities that are expressed in what they say...[in] the dialogue...[and] by what they do.... (20)

In this study the character that is being analyzed is the diplomat, Douglas Eric West.
Characterization according to Baldick in his *Criticism and Literary Theory* (34), characterization is the representation of a person in a dramatic or narrative work with the use of direct method of attribution to the character so that the reader can infer or deduce the qualities from the character's appearance, action or speech.

4. **Personality**

According to *Cambridge Dictionary of Sociology*, the question of personality concerns with one's differences in his or her social behavior and his or her disposal to react in certain ways. It also "seeks to characterize in a rigorous way the basis of that difference by identifying characteristic patterns of behavior that are distinctive and consistent across time" (Turner ed. 437).

5. **Decision**

In his influential paper entitled *Exposition of a New Theory on the Measurement of Risk*, Daniel Bernoulli stated that Most of decision theory is normative or prescriptive, i.e., it is concerned with identifying the best decision to take, assuming an ideal decision maker who is fully informed, able to compute with perfect accuracy, and fully rational. In this study, it can be seen that Douglas is fully informed, able to compute with perfect accuracy, and fully rational. Douglas also aims at finding tools and ways to help himself to make better decisions.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three main parts namely Theoretical Review, Theoretical Framework and Criticism. The first main part is divided into three parts. First, Theory of Literature includes Theory of Critical Approach and Theory of Character and Characterization. Second, Theory of Psychology includes Theory of Personality, and Theory of Behavior. The third is Theory of Motivation. The second main part is Theoretical Framework that will give some reason why such an approach is being used in this study. The last part of this chapter will be Criticism that will be divided into two parts, namely The Criticism on the work of Jack Seward’s The Diplomat and The Context of Jack Seward’s The diplomat.

2.1. Theoretical Review

2.1.1. Theory of Literature

In the process of analyzing the novel, this study cannot neglect theory of literature since novel is a branch of literature. This study presents some theories that can be used as a means to answer the formulated problems. These theories are theory of critical approaches and theory of character and characterization.

2.1.1.1. Critical Approach

Critical approaches provide the methods of analysis and the basis for the judgment of literary works. Therefore, the application will help conducting the study.
According to Rohrberger and Woods in *Reading and Writing about Literature*, a critical approach to literature necessitates an understanding of its nature, function and positive values (1991: 3). It is stated that as an art, literature is distinguished from the other arts in that it is a verbal structure, has aesthetic value and the response to literature’s beauty as an art it is called the aesthetic response. We can have an aesthetic response when we are in a proper relationship with the art object, “when you are properly distanced it both physically and non-physically” (1971: 5). It means that literature is charming when one deals with it whether he or she is involved in a literary work or not. In other words, everyone may be interested in literature.

Another opinion proposed by Kennedy and Gioia state that there are ten critical approaches to literature. They are formalist criticism, biographical criticism, historical criticism, psychological criticism, mythological criticism, sociological criticism, gender criticism, reader-response criticism, deconstructionist criticism, and cultural studies (630-658).

Dealing with the study, therefore, I use psychological approach as a tool to analyze the case as it concerns with human's psychological aspect of life, personal and social problems of the main character in the literary work analyzed, Jack Seward’s *The Diplomat*, and how to cope with that. This argument is strengthened by Kennedy and Gioia as follows:

Psychological criticism carefully examines the surface of the literary work, it customarily speculates on what lies underneath the text, which is the unspoken or even unspeakable memories, motives, and fears that covertly shape the work, especially in fictional characterizations (641).
There are some approaches that can be used to analyze the literary work in this study. This study uses one approach. This study uses the Psychological approach in order to analyze the changes in the personality and behavior of Douglas West, the main character, based on the Behavior Theory. More explanation about those approaches is presented in the following parts.

This Psychological Approach involves various theories of psychology to explain the characters’ personality in a story in this case; the psychological situation of the characters in the story should become the concern (Rohrberger and Woods Jr., 1971: 13).

With the psychological approach, this study could deeply analyze the main character described in the novel. It means that the analysis elaborates other aspects behind the character itself so that the result has the deeper meaning. This analysis deals with the reasons why the characters described in the novel have such a kind of personality. What makes the characters do certain actions, and how the characters are willing to do such kinds of actions.

Theory of psychology states the behavior and motive of human being (Ross, 1958: 9-10). Here, psychology does not concern itself with the evaluation of behavior. Theory of psychology also discusses the personality of human being, how the personalities of the characters are formed and the factors that influences the personality and changes of the personality that may happen in life.

Theory of psychology that is used in this study is theory of personality. Here, theory of personality includes theory of behavior and theory of humanistic.
2.1.1.2. Theory of Character and Characterization.

Essentially, each story displays actions. In order to be able to describe actions in a story, this study would like to show why this action is necessary and who does the action. Theory of character and characterization is used to help to describe the action. That is why the theory of character and characterization is important in this study.

a. Theory of Character

There are two kinds of character according to Milligan in *The Novel of English*. They are major character and secondary character. The major characters are those who appear more often in the story than the other characters, while the secondary characters are those who appear less often in the story. (Milligan 1983: 195).

In his book, *Aspect of the Novel*, Foster differentiates flat character from round character. A flat character has a steady characteristic, which means that the characteristic does not change from the beginning of the story until the end of the story. Meanwhile, a round character is changing, means that there is a difference of the characteristic at the end of the story. (Foster, 1974: 46-51).

Flat character is created in a single idea or quality and the presentation is without many individualizing detail so that it can be fairly adequate described in a single phrase or sentence. A round character is complex in temperament and motivation and it is represented with subtle particularity.
As it is described by Holman and Harmon, a character may also be either static or dynamic (1986: 83). A static character is the one, a little if not at all, changes. The pattern of action reveals the character rather than showing the character changing in response to the action. This kind of character remains the same sort of person up to the end of the story. A dynamic character is one modified by action and experiences and one objective of the work in which the character appears to reveal the consequences of the actions. This character undergoes a permanent change in some aspect of the character.

To well conduct the study, it will be very important to know how the author presents the characters in the story. According to Murphy, there are nine ways that are used by an author in presenting the characteristics of the character in the novel (Murphy, 1988: 30-38).

A character is an important factor in fiction. It is needed as the introduction given by the author for the readers. Furthermore, character is placed in human situation. Thus, it makes them behave like actual human being. It means that each character in the literary work is the reflection of people in life. People's thought, speech and behavior are described verbally in the literary work in the form of dialogue and action by the author (De Laat and Schoonderwoerd 170, Roberts and Jacobs 119).

In his book, Abrams defines characters as persons presented in the dramatic or narrative work interpreted by the reader as being endowed with moral and dispositional qualities that are expressed in what they say (the dialogue) and what they do (the action).
Characters have an important role in a novel. It could make the story much meaningful because the author could convey the message of the story to the readers through the characters. According to Nurgiyantoro, reading a novel means that the readers are faced with characters (1995: 176). Therefore, it is very important for the readers to know the theories of character so that the readers are involved in the whole story.

Abrams has two definitions of character. First, it is the name of a literary genre which is usually a short and humorous prose of a distinctive type of person. Second, it refers to the person presented in a dramatic or narrative work. This person is usually interpreted by the reader as being provided with moral, dispositional and emotional qualities that are expressed in what they say (the dialogue) and by what they do (the action) (23). The second definition of character is the most appropriate in discussing the definition of character in this study. To make it simpler, Kennedy and Gioia define character as an imagined person who inhabits a story (60).

While another classification of character can be static or developing. The static character is the same sort of person at the end of the story as he or she was at the beginning. The developing or dynamic character undergoes a permanent change in some aspect of his or her character, personality or outlook (Forster 18).

Kennedy describes characters into two categories; they are simple and complex characters. "Simple character is less the representation of a human personality than the embodiment of a single attitude or obsession a character" (30). It is called simple because we only see one side of the character. On the
other hand, complex character is not seeing a single side of the character only. In life, there are many aspects to be considered. Life can be different from many aspects and many characters. "Complex character is obviously more lifelike than the simple one, because in life people are not simply embodiments of a single attitude" (29).

Another case classifies characters in a novel into major and minor characters. Major character is the most important character, the central character, the one to whom all the events in the story have relevance (Rohrberger and Woods 20). Usually the events in the story cause some changes either in the central character or in the reader's attitude toward the major character (Stanton 17). Major character is often called the protagonist or the hero (Van de Laar and Schoonderwoerd 164). Minor character or the secondary character is the other character in a story. Although minor character performs more limited functions, their attitude toward the major character is important. The similarities and or the differences between the major and minor characters help to define the major character's significant traits commonly (Stanton 18).

b. Theory of Characterization

In narrative or dramatic works, characterization refers to the presentation of persons by means of characters’ actions, speeches or physical appearances. Since every character has their own personality and physical attributes, a character can be differentiated from each other.
According to Holman and Harmon, characterization is the creation of imaginary persons in fictions (drama, novel, short story, or narrative poem), so that they exist for the reader as lifelike. They define three methods of characterization afterwards: firstly, by the explicit presentation from the author of the character through direct exposition; secondly, by the presentation of the character in action; and thirdly, by the representation from within a character (81).

Little, instead, states that "to be of interest and value in literature, characterization must be to some degree realistic". The consistency of character is vital to development of the plot Therefore, even in a fantasy, an essential element is truth to life. The character should be real, believable, and based on possible variations of human nature so that the readers are able to identify themselves with the human creatures, to maintain the interest and concern with the theme of the story (92).

Murphy, furthermore, proposed nine ways by which an author is able to make his characters understandable to the readers (161-173):

1) **Personal description**

   The author describes a person's physical appearance and clothes to build the character.

2) **Presenting the characters as seen by another**

   Here, the author describes his character through another's eyes and opinions, instead of describing the character directly. The readers get the points through reflected image.
3) Speech
The character is recognized by the reader* from what other persons in the story say.

4) Past life
Letting the readers know and learn something about a person's past life surely can give a clue to shape the person's character. This can be done by direct comment by the author or through a person's thoughts, her conversation or through the medium of another person.

5) Conversation of others
What other people talk about the character, it can give some clues to recognize the character talked about.

6) Reactions
Considering a person's reaction toward some situations or events may give the readers some clues to the character.

7) Direct comment
The author can also describe or comment on a person's character directly. This is actually the clearest description of a character where the reader can directly draw conclusion of someone's character.

8) Thoughts
By knowing what a person is thinking about and what is in his mind, the readers will be able to recognize the person's character. The author can also tell the readers about different people's thoughts. The readers are led to the mental process of the character that conveys the ideas.
9) Mannerisms

The author can describe a person's traits, habits, and ways of life in order to tell the readers something about his personality.

2.1.2. Theory of Psychology

According to Kasschau, psychology is a scientific study of behavior and mental process. When applied to humans, psychology covers everything that people think, feel, and do (1995: 7). Here, psychology differs in how much importance to place on specific types of behavior. Therefore, many different approaches are necessary to understand the complex richness of human behavior. Most people like to understand other people by spending time to observe them (and themselves) and form conclusions about people from our daily interactions.

In Drever's point of view, personality is defined as a term used in various sense, both popularly and psychologically. The most comprehensive and satisfactory being the integrated and dynamic organization of the physical, mental, moral, and social qualities of the individual as that manifests it to other people, in the give and take to social life. On further analysis it would appear in the main to comprise the natural and acquired impulses, and habits, interests and complexes, the sentiments and ideals, the opinions and beliefs, as manifested in his relations with his social milieu (203).

Such difference among people and the stability of any individual's behavior over long periods is the essence of personality. According to Freud, personality consists of three interacting aspects: the id, the ego, and the superego.
The id or unconscious consists of the biological drives with which the infant is born, and its energy is divided between Eros, the life instinct generated by the libido, and Thanatos, the death instinct. It is "pleasure principle", which is always pressing for some kind of satisfaction. The ego or the "I" forms the rational part of the psyche. It develops at about the age of six months, controls the individual's actions and manipulates the environment according to the reality principle, which is based on the organism's concern for safety. The ego opposes the id, as well as the superego. The superego or conscience is the part of ourselves that regulates our moral judgments, telling us what is right or wrong. It impels the individual toward an ego ideal of moral perfection, is also an approximate equivalent of conscience (414).

Carl Jung believed that a forward movement characterizes personality development: people are guided by the future aims as well as by their past experiences. Human beings continually try to realize their full potential and to achieve unity among all aspects of their personality. A person begins this effort by developing all parts of his or her personality. This process is called individuation. Jung proposed that there are two major personality orientations. First is introversion, in which the person withdraws interest from the external world and consequently is quiet, reserved, and cautious. Second is extraversion, in which the person primarily oriented to the external world and thus is outgoing, sociable, and excitement seeking (413).
Here, this study would like to present some theories of psychology which support the analysis. This study would like to focus the analysis of the novel based on theory of personality.

2.1.2.1. Theory of Personality

Theory of personality provides a way of organizing the characteristics of people. For example, we know that people may be witty or dull, responsible or lazy. Ruch, in his book Psychology and Life (1967: 111), says that the word personality refers to three things about person: (1) his external appearance and behavior, or social stimulus value; (2) his awareness of self as a permanent organizing force in his life; or (3) his particular pattern of organization of measurable traits, both “inner” and “outer” ones.

According to Kasschau, there are three aspect of personality. First, characteristic means that aspects of personality must occur in many or all people to be of much interest and use. For example, shyness is a characteristic of all human personalities to some degrees. Second, consistent means that features must occur repeatedly in a variety of situations. For example shameful people usually act shyly everywhere. Third, a unique means that the characteristics of personality combined in any of us is in an unmatched manner.

Kasschau adds that there are three purposes of any personality theories. The first purpose is to determine whether certain traits go together, why some persons have some traits and others do not, and why a person might exhibit different traits in different situations. The second purpose is to explain the differences between among individuals. The last purpose is to explore how people
conduct their lives (1995: 268). In theory of personality, the writer also found that ego is important also to be discussed. The ego is rationale aspect of the personality that regulates the activities of the identity and guides organism’s behavior to meet the demand of reality.

In order to understand and to explore more about theory of personality, this study would like to discuss theory of behavior and ego.

2.1.2.1.1. Theory of Behavior

Theory of behavior deals with the nature of human action. According to Barry Schwartz, in his book *Psychology of Learning and Behavior* (1978: 3), there are regularities to human action which are eternal, which are part of the essential nature of man. He adds that when these regularities are discovered and properly formulated, they will account for human actions in the past and predict human actions in the future. It means that if human action did not repeat themselves, if the conditions under which people behaved and the phenomena of behavior themselves continually changed from one period in time to the next, the pursuit of “laws” behavior would be futile.

It is the fact that people are reasoning thoughtful, remembering creatures. People are changed as a result of their experiences. It means that people carry experiences with them, develop, learn and change in part as a result of those experiences. Here, experience certainly changes people. This changeability and flexibility are the main concern of the theory of behavior.
Theory of behavior focuses on two central features. First, it explains the action or behavior of human being. In this case, human beings think and feel every event that happens in their lives. These internal events cannot be observed easily. For example, one’s events that make him or her suffered, such as living in the era of war. Here, one can think and feel about what kind of event he or she is facing. Unfortunately, one cannot observe it directly because his or her suffering events are internal. Internal events can only be observed when the subjects express them through behavior. In other words, behavior could be easily observed since it could be seen. For example, we can say a girl is a calm girl because we see her attitude that always keeps silent all of the time. Second, theory of behavior emphasizes that environmental events in human beings’ lives determine their personality.

2.1.2.1.2. The Ego

The ego is a rationale aspect of the personality that regulates the activities of the identity and guides organism’s behavior to meet the demand of reality. It means that the ego is developed from the need of organism to make transaction with the world. Ego, therefore, is governed by the reality principle than the pleasure principle. In other words, in fulfilling the needs, ego will use the reality principle to find an actual object that exists in the real world to satisfy the need. For example, “the child has to learn to organize food and to put off eating until has located in edible object (Hall, 1954: 28). In reality principle, the ego uses a process called ‘reality testing’. The reality testing involves a plan of action
developed through thought and reason, ordinarily, this process is known as ‘problem solving or thinking’.

The ego is largely a product of an introduction with the environment; also its lines of development are laid down by heredity guided by natural growth process (maturation). This means that every person has inborn potentialities for thinking and reasoning. The realization of these personalities is brought about by experiences, training and education.

2.1.2.2. Theory of Motivation

Motivation is the intentions, desires, goals, and needs that determine human and animal behavior. An inquiry is made into a person's motives in order to explain that person's actions.

People conduct an action with motive. This motive leads them to behave in their manner to get some achievement. It would be impossible to discover motivation unless behavior was organized (Bootzin, Loftus, and Zajonc 367). It is believed that some purposes guide a person's behavior to get an end state, which may be a goal or the satisfaction of some needs. Therefore, motivation can be inferred as the process of behaving that is organized and that defines its end states.

Motivation cannot rouse without any stimulus. Some stimuli are needed to evoke goal-directed behavior, as Bootzin et al. explain in their book (368). Thus, the concept of motivation is based on two components: internal drive and external incentives. The internal drive activates and adjusts the being toward some goals, whether the external incentive is the goal itself.
According to Hufman, Vemey and Vernoy, there are two kinds of motivation: intrinsic and extrinsic motivation (377). Intrinsic motivation means the desire to perform an act for its own sake. For example, someone reads literary books for his or her own interest and pleasure, not for his or her needs to get a reward. Extrinsic motivation means the desire to perform an action because of external rewards or avoidance of punishment. For example, a student studies hard in order to get a reward and good grade from his or her teacher.

As stated previously, there are some drives or reasons or motives which cause people to conduct an action. Maslow says that people conduct an action to fulfill their needs. He develops a five-level hierarchy of needs that each need level must be generally satisfied before the person attempts to fill those needs on the next level (Goble 38-42).

Maslow's hierarchy of needs consists of psychological needs, safety needs, belonging and love needs, esteem needs, and self-actualization needs. The first two needs are considered primary or lower-order needs; the remaining three are secondary or higher-order needs.

The psychological needs are the fundamental needs for food, clothing, shelter, comfort, and self-preservation. Someone who faces death by starvation or any other need of this level may resort to murder to meet fundamental, life-sustaining need, despite what society might think.

The safety needs are the needs to avoid bodily harm an uncertainty about one's well being. An insecure person behaves as if a great tragedy is almost
always impending. This person has an over need for order and stability, and tries hard to avoid the strange and the unexpected.

The next needs are the belonging and love needs. Love is a healthy-loving relationship between two people which includes mutual trust. In the proper relationship, there are lack of fear and dropping of defenses. The absence of love will stifle growth and the development of potential. The thwarting of love needs is considered as a prime cause of maladjustment. Love hunger is a deficiency disease.

The esteem needs has two categories, they are self-esteem and respect from other people. Self-esteem comprises such needs as desires for confidence competence, mastery, adequacy, achievement, independence, and freedom. Respect encloses such concepts as prestige, recognition, acceptance, attention status, reputation, and appreciation.

The self-actualization needs are described as the desire to becoming more and more what one is, to become everything that one is capable to becoming. These needs are the identification of the psychological needs to growth, development, and utilization of potential. These needs also appear after reasonable satisfaction of love and esteem needs.

Since this study attempts to see the character of Douglas West as a figure of a man in general and to find out how a diplomat decides to resign from his job and to leave Japan for the sake of his relationship with his mistress as seen in Jack Seward’s *The Diplomat*, this study should consider the motivation of Douglas West. Motivation is an internal process that controls dough’s behavior in order to
gain the goal. Douglas’ motivation makes him able to think about the way he
should behave in order to obtain the goal. In fact his behavior cannot be separated
from his emotion.

According to Murray (1964: 7) motivation is desire. It is related to
behavior because it is involved in all kinds of behavior: learning performing,
perceiving, attending, remembering, forgetting, thinking creating and feeling.
Motivation affects someone’s behavior because motivation may function as
incentive for someone to behave in a certain manner.

Furthermore, as stated in Journal of Educational Psychology, the
characteristics of social pressure on minorities in the work and social environment
such as embassy include several things as follows: not volunteering to speak in a
meeting or other public forums, not participating in other activities. It is
concluded that these characteristics would innately influence the performance of a
diplomat as well as their social status. The effects of social pressure can be both
positive and negative. Putting doubts into a diplomat mind is a form of social
pressure that can reduce his or her motivation, which is one example of the
negative one. In contrast, if people are given positive impression, they are more
likely to perform better (Allen and Bragg 3.02-308).

Having explained three sources of social pressure on a man, it is wise to
recognize also several negative effects of it.

1) Loneliness

According to Parsons, loneliness occurs at those times when one has a feeling
of desolation, of isolation, of being cut off and estranged. They feel like living
in a chronic state of disappointment and experience a state of total
estrangement between themselves and the world—an estrangement in which
they not only feel alone and cut off but also unwanted, unvalued and unloved
by all (119-123).

2) Psychological disturbance

Susceptible to depression, failing to find support from the significant others in
their environment, and feeling hopeless and helpless, ones are often left with a
sense of total despair. The sense of loneliness, hopelessness and helplessness
which accompany depression often blocks the ones' ability to define and
resolve the real problems facing them (Parsons 131).

Moreover, Conger pointed out that the depressed men may reveal their feelings
through bodily complaints, such as waking up tired and fatigued or exhibiting
hypochondriacal symptoms and excessive bodily preoccupations, difficulties
in concentration and failing work performance. Those symptoms may
chronically lead to such psychological disturbance called hypochondrias. It is
an excessive preoccupation with functioning of the body which deals with
anxiety. Psychological disturbance in a man, thus, may be reflected in real or
imagined physical symptoms like what is known as hallucination (605-609).

2.2. Theoretical Framework

This part will give some reason why such an approach and theories are
being used in this study. To conduct this study, some theories are applied. The
theory used firstly in this study is the theory of literature, including theory of character, characterization, and critical approaches.

Theory of literature will help conducting the study to analyze the basis for the judgment of literary works and knowing what affects the main character’s mind and behavior in the society. Theory of Critical approaches provides the methods of analysis and the basis for the judgment of literary works.

Theory of psychology will help in analyzing behavior and mental process of the main character. It covers everything that the main character thinks, feels, and does.

Psychological Approach involves various theories of psychology to explain the characters’ personality in a story, in this case; the psychological situation of the characters in the story should become the concern (Rohrberger and Woods Jr., 1971: 13).

Theory of character and characterization is used to help to describe the action. That is why the theory of character and characterization is important in this study. Theory of personality provides a way of organizing the characteristics of people.

Theory of behavior focuses on two central features. First, it explains the action or behavior of human being. In this case, human beings think and feel every event that happens in their lives.

Those theories provide me with lots of contribution in such a way that it gives me knowledge and information needed to conduct this study. The formation
can be used to elaborate and strengthen the study, and also give me better understanding towards the theory and the study as well.

2.3. Criticism

2.3.1. Criticism on the Work

When a literary work is published, and widely read by public it will always evoke some comments, suggestions or even criticism from people. This part would like to present what people have said about Jack Seward’s The Diplomat.

Criticism toward the author and his work are needed to get more information about the study. However, since this is a little-known novel, there are not so many related studies that can be found both in library and internet.

“Living more than 25 years in Japan, Seward knows it all well and has a lively gift with words. This is the book, The Diplomat, sets the stage for this later period and is equally delightful, maybe better. "Tokyo" will be appreciated especially by those who have walked the streets and alleys of Tokyo. (http://www.amazon.com/s?ie=UTF8&keywords=Jack%20Seward&tag=soccerphile-20&index=books&link_code=qs&page=1 accessed on April 15, 2007).

This was said by Raymond G. Wilson, a citizen of USA. It seems that, from the statements above, this reader of Jack Seward’s The Diplomat really appreciate the work of Jack Seward. In the writer’s opinion, he agrees with the quotation because Jack Seward’s The Diplomat can really show the situation of Japan.
From what has been discussed above, there will be negative and positive criticism about literary work. Although the negative criticism of the novel does not listed in this part ~ as it is hard to find criticism on Jack Seward’s The Diplomat, presenting both negative and positive criticism about the work studied in this thesis is a fair way to appreciate a literary work.

2.3.2. The Context of the Work

Analyzing the problems in this study, it is highly important to figure out the context of the novel, both the historical context of the novel (the setting of the writing) and the setting or the context in the novel. It is of significance, since in analyzing such a work, we see the text as not an independent object, rather, it is dependent on the historical situation that can affect the content of the work.

2.3.2.1 The Social Setting in the Novel

The story of the novel takes place mainly in Tokyo, Japan. The time setting of the novel is at the year 1966 after years of war. In fact, it is after the World War II.

Adapted from http://www.state.gov/r/pa/ei/bgn/4142.htm, World War II, the time setting of the story, in fact resulting in the loss of 3 million Japanese lives and the atomic bombings of Hiroshima and Nagasaki, Japan signed an instrument of surrender on the U.S.S. Missouri in Tokyo Harbor on September 2, 1945. As a result of World War II, Japan lost all of its overseas possessions and retained only the home islands. Manchukuo was dissolved, and Manchuria was returned to
China; Japan renounced all claims to Formosa; Korea was occupied and divided by the U.S. and the U.S.S.R.; southern Sakhalin and the Kuriles were occupied by the U.S.S.R.; and the U.S. became the sole administering authority of the Ryukyu, Bonin, and Volcano Islands. The 1972 reversion of Okinawa completed the U.S. return of control of these islands to Japan.

After the war, Japan was placed under international control of the Allies through the Supreme Commander, Gen. Douglas MacArthur. U.S. objectives were to ensure that Japan would become a peaceful nation and to establish democratic self-government supported by the freely expressed will of the people. Political, economic, and social reforms were introduced, such as a freely elected Japanese Diet (legislature) and universal adult suffrage. The country's constitution took effect on May 3, 1947. The United States and 45 other Allied nations signed the Treaty of Peace with Japan in September 1951. The U.S. Senate ratified the treaty in March 1952, and under the terms of the treaty, Japan regained full sovereignty on April 28, 1952.

World War II wiped out many of the gains Japan had made since 1868. About 40% of the nation's industrial plants and infrastructure were destroyed, and production reverted to levels of about fifteen years earlier. The people were shocked by the devastation and swung into action. New factories were equipped with the best modern machines, giving Japan an initial competitive advantage over the victor states, who now had older factories. As Japan's second period of economic development began, millions of former soldiers joined a well-disciplined and highly educated work force to rebuild Japan. Japan's colonies were
lost as a result of World War II, but since then the Japanese have extended their economic influence throughout Asia and beyond.

The United States occupation of Japan (1945–52) resulted in the rebuilding of the nation and the creation of a democratic state. United States assistance totaled about US$1.9 billion during the occupation, or about 15% of the nation's imports and 4% of GNP in that period. About 59% of this aid was in the form of food, 15% in industrial materials, and 12% in transportation equipment. United States grant assistance, however, tapered off quickly in the mid-1950s. United States military procurement from Japan peaked at a level equivalent to 7% of Japan's GNP in 1953 and fell below 1% after 1960. A variety of United States-sponsored measures during the occupation, such as land reform, contributed to the economy's later performance by increasing competition. In particular, the postwar purge of industrial leaders allowed new talent to rise in the management of the nation's rebuilt industries. Finally, the economy benefited from foreign trade because it was able to expand exports rapidly enough to pay for imports of equipment and technology without falling into debt, as had a number of developing nations in the 1980s.

Between 1953 and 1965, GDP of Japan expanded by more than 9% per year, manufacturing and mining by 13%, construction by 11%, and infrastructure by 12%. In 1965 these sectors employed more than 41% of the labor force, whereas only 26% remained in agriculture.

Japan's highly acclaimed postwar education system contributed strongly to the modernizing process. The world's highest literacy rate and high education
standards were major reasons for Japan's success in achieving a technologically advanced economy. Japanese schools also encouraged discipline, another benefit in forming an effective work force.

The mid-1960s ushered in a new type of industrial development as the economy opened itself to international competition in some industries and developed heavy and chemical manufactures. Whereas textiles and light manufactures maintained their profitability internationally, other products, such as automobiles, ships, and machine tools assumed new importance. The value added to manufacturing and mining grew at the rate of 17% per year between 1965 and 1970. Growth rates moderated to about 8% and evened out between the industrial and service sectors between 1970 and 1973, as retail trade, finance, real estate, information, and other service industries streamlined their operations.

2.3.2.2. The Social Setting of the Writing of the Novel

Jack Seward wrote the novel on 1972 in Japan. That time the world faced the oil crisis, and absolutely Japan was facing the oil crisis too. Japan faced a severe economic challenge in the mid-1970s. The world oil crisis in 1973 shocked an economy that had become virtually dependent on foreign petroleum. Japan experienced its first postwar decline in industrial production, together with severe price inflation. The recovery that followed the first oil crisis revived the optimism of most business leaders, but the maintenance of industrial growth in the face of high energy costs required shifts in the industrial structure.
Changing price conditions favored conservation and alternative sources of industrial energy. Although the investment costs were high, many energy-intensive industries successfully reduced their dependence on oil during the late 1970s and 1980s and enhanced their productivity. Advances in microcircuitry and semiconductors in the late 1970s and 1980s led to new growth industries in consumer electronics and computers, and to higher productivity in pre-established industries. The net result of these adjustments was to increase the energy efficiency of manufacturing and to expand so-called knowledge-intensive industries. The service industries expanded in an increasingly postindustrial economy.

Knowing about the time setting of the novel and the social setting of the writing of the novel will give valuable information about how and why the main character is characterized in that way by the author of the novel.
CHAPTER III

METHODOLOGY

This chapter includes four sections, namely subject matter, approaches, data collection, and procedures. The subject matter deals with the major subject of the study. The approaches part concerns with the literary approaches that is used in this study to analyze the novel. Data collection deals with the sources that the writer used in analyzing the study. Finally, the procedures concern with the steps done in completing the study.

A. Subject Matter

This thesis studied the novel, *The Diplomat*, by Jack Seward. Jack Seward is an author who has already succeeded with his other previous novels and the Curt Stone series of suspense thrillers. Jack Seward’s *The Diplomat* was first published by Lotus Press in Tokyo, Japan, 1972. This novel consists of 161 pages with 21 chapters. The novel tells about an American diplomat, Douglas West, who finds himself involved with a lovely Eurasian girl with mystifying past because he needs to find out whether his mistress, Erika is his own daughter. But their affair quickly builds into a mind-searing, suspense-filled drama made up of the hate and prejudice of the Embassy Security Officer, the legacy of West’s dead wife, Japanese mob violence, and uncontrollable passions.

Therefore, this study will discuss further the character of Douglas West as a figure of a diplomat and focuses on finding out how a diplomat decides to resign

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from his job and to leave Japan for the sake of his relationship with his mistress as seen in Jack Seward’s *The Diplomat*.

**B. Approach**

This study focuses on the character and characterization of Douglas West as a figure of a diplomat in general. Second, the study focuses on finding out how a diplomat decides to resign from his job and to leave Japan for the sake of his relationship with his mistress as seen in Jack Seward’s *The Diplomat*. I am interested in the psychology of the main character, since the main character must adapt to another culture and to find out whether his mistress is his own daughter.

According to Rohrberger and Woods, psychological approach is to explain human motivation, personality, and behavior patterns written in literary object, therefore, knowledge of psychology ground is important in order to understand the literary works (12).

Another statement said that psychoanalytic criticism takes the methods used to analyze the behavior of people in real life situations and applies them to the dramatized patterns of human behavior in literature. "Psychological interpretation can afford many profound clues toward solving a work's thematic and symbolic mysteries, but it can seldom account for the symmetry of a well wrought poem or a fictional masterpiece" (Guerin).

In order to reveal the character of Douglas West and his way to adapt to another culture, this study applied the Psychological approach especially the theory of personality. The study used, here, the theory of behavior and the theory
of humanistic. In addition, this study used also the theory of character and characterization. This study used the psychological approach to find out the feeling of the main character since he must adapt to another culture. The main idea of psychological approach is that the most appropriate way to know the personality and behavior of the main character is based on the personality theory.

Using this approach, the analysis about the main character in this novel will be done effectively.

C. Data Collection

In order to complete the study, the study needed a lot of thought as well as reference books and notes. There are various sources that the study used in analyzing the adaptation of the main character and his characterization. The sources are basically divided into two parts. They are primary source and secondary sources. The explanation of each kind of source will be given as follow:

1. Primary source

The primary source is the source that becomes the basis of the study’s analysis about the adaptation and the characterization of Douglas West, the main character of the novel, as Dough has to live in Japan. The primary source used in this study is the novel, The Diplomat written by Jack Seward.

2. Secondary Sources

The secondary sources are the sources that become the supporting sources in giving information in the study’s analysis. Firstly, the study used some
psychological books such as *Psychology of Learning and Behavior* written by Barry Schwartz, *Psychology in Action* written by Karen Huffman, et al., and *Psychology in Life* written by Richard A. Kasschau. Secondly, the writer used some literary books such as *A Handbook of Critical Approaches to Literature* written by Wilfred L. Guerin, et al., *Modern Literary Theory* written by Philip Rice and Patricia Waugh and *A Course Glossary of Contemporary-Literary Theory* written by Jeremy Hawthorn.

Besides those books above, there are many other psychological and literary books and Internet sources that support the analysis in this study. The complete information about all of the books and Internet sites that are used can be found in the bibliography of the thesis.

**D. Procedures**

In order to complete the study, a lot of thought as well as reference books and notes are required. As the data gathered to support the analysis are mostly taken from books and literary work.

The research that was conducted was a library study. It means that the main procedures used to gain data was reading and taking important notes that very much helped analyzing the novel. Besides that, there are other steps that the study took during the process of the analysis. There are many sources that I used in analyzing the psychological aspect of the main character that is as a diplomat. The whole steps from the beginning to the end are explained as follows:

1. Searching for a novel to analyze in the library;
2. Reading the novel frequently and marking the main points of the content to make it easier in analyzing the novel;

3. Determining the subject to discuss in the thesis that is the adaptation of Douglas West the characterization;

4. Formulating the problem of the study;

5. Making a critical analysis by using the Psychological Approach, Theory of Behavior, and the Theory of Character and Characterization;

6. Gathering the supporting data from various sources;

7. Analyzing the problems with the obtained data from the sources;

8. Drawing conclusions of the study based on the results of the analysis.
CHAPTER IV

ANALYSIS

This chapter covers the analysis of the two questions which are stated in the problem formulation. The first analysis deals with the description of Douglas Eric West, the main character of the novel analyzed in this study, and his personality. The second analysis thus explains how a diplomat decides to resign from his dreamed job and to leave Japan for the sake of his relationship with his mistress.

4.1 The Characteristics of Douglas Eric West

Referring to the theory of character proposed by Rohrberger and Woods, Douglas can be categorized as the major character or the protagonist of the story (20). As the central character who dominates the story, major character is absolutely important since he/she is the one to whom all the events in the story have relevance, and that the events in the story usually cause some changes either in the central character itself or in the reader's attitude toward it (Rohrberger and Woods 20, Stanton 17, Van de Laar and Schoonderwoerd 164).

In finding out Douglas's characteristics, I apply Murphy's theory, which mainly states nine ways of characterization used to reveal the character's personality and traits as follows: personal description, characters as seen by another, speech, past life, conversation of others, reactions, direct comment, thoughts, and mannerism (161-173). However, in this analysis I only use some of
those methods which seem to be mostly appropriate to trace out the prominent characteristics of Douglas, the figure of a diplomat in Jack Seward’s The Diplomat.

In the beginning of the story, Jack Seward obviously shows the main character’s characteristics by setting the main character into a lie detector machine to which Doug, the main character must answer all questions about himself.

"Your name is Douglas West?"
"Yes."
"Douglas Eric West?"
"Yes."
"Are you a U.S. citizen?"
"I am—I mean, yes."
"Are you twenty-five years old?"
"No."
"Are you thirty-eight years old?"
"Yes."

The interrogator stopped the machine to write a comment in the margin of the graph paper that was steadily rolling out from one end, then switched it on again.

"Have you been in the Foreign Service less than ten years?"
"No."
"More than ten?"
"Yes." (p.1).

4.1.1 Fearful

Douglas Eric West can be categorized as a fearful man in the beginning of the novel. He already thinks about anything that might happen to him when the Embassy security officer calls Douglas into security officer’s office.

In no measure, however, did this knowledge ease the nervous tension that had been building up in him since he got yesterday's summons to come to the Security Office at eleven this morning. (p.1).

When the security officer asks Douglas whether he ever lied to his mother, Douglas takes minutes to answer that. Douglas does not want to answer.
incorrectly. He was very afraid that a wrong answer will bring him into the more complicated questions.

"did you ever lie to your mother?"
West snorted, half in amusement and half in disgust at himself for forgetting this tired, moss-covered gambit of the Security Division's lie-detector operators: Build up tension in the person wired into the "box," as they fondly called their electronic instrument of intimidation. Gauge his capacity for reaction by suggesting that they were going to delve into his dim past, into subconscious realms where guilty, half-forgotten secrets of childhood masturbation and incestuous urges lurked.
"Yes," he finally said, almost forgetting to answer.(p.3).

The time the embassy security officer asks about his relationship with Erika, a girl that is considered as a native person, Douglas does not want to answer the question. Douglas does not want the embassy know about his relationship with Erika because Douglas afraid that it will have bad impact both to his job and to his relationship with Erika.

Dialogs or speeches with other characters, as put forward by Murphy (161-173), give signals about the personality. It is shown when Douglas constantly defends his stance about his privacy:

Grimes lifted his eyes in exasperation. "You know you've been shacking with a Jap girl"
West winced at the word Jap.
"It won't do you no good—uh, any good to deny it, Mr. West. Her name is Eriko. I know where she lives, and I've got the dates of some nights you shacked up there."
"Damn it, Grimes!" West exploded, pushing himself to his feet in sudden anger. "You've no right! What I do away from the Embassy is my own business. Besides, I'm not"
"Now you know better than that. The Department doesn't like any of us—especially you F.S.O.'s—playing house with native broads."
"Tell me the number and date of that regulation, Grimes!" West grated, still on his feet and taut with indignation. (p.6).
Douglas has ever thought to send Erika to the U.S. but he is still afraid of losing her.

Here, we can see again that dialogs or speeches with other characters, as put forward by Murphy (161-173), give signals about the personality.

“Anyway, I might send her to the U.S. to live until she could pass her citizenship test but"  
"Why don't you?"  
"I'm afraid I'd lose her. All that time away from me at her age..."(p.21).

Douglas is absolutely afraid that Erika is his own daughter, very much afraid that he even cannot think clearly that there is still reasons to state that Erika is not his own daughter. This can be seen from his conversation with his best friend, Banting.

"Anyway, what are you going to do?"  
"Send her to school in the U.S. as fast as I can."  
"That's probably best, but even if you do, you owe it to yourself to find out the truth, don't you?"  
"The truth?"  
"Whether she is or not."  
"You mean you think there's some room for doubt?"  
"Sure there is," Banting said, injecting more conviction into his voice than he felt…(p.57).

Douglas ever wants to ask a paid assassin to kill the embassy security officer so that there will be no one that can tell Erika, his mistress, that she is his own daughter. When he finds that the assassin does not want to do what he wants, he decides to buy a gun in order to kill the embassy security officer by himself. Here we can see that Douglas is in fact afraid if Erika knows that she is his own daughter.
4.1.2. Caring

Douglas can also be categorized as caring. He cares to everyone. To his secretary for example, he always asks whether his secretary has had her lunch in the lunch time.

Considering a person's reaction toward some situations or events may give the readers some clues to the character, as put forward by Murphy (161-173). It give signals about the personality. It is shown when Douglas asks his secretary about why his secretary does not go out for lunch in the lunch time.

Although it was ten after twelve, Terry was still waiting for him in the office.
"Everything all right, Doug?" She knew that he had been called to the Security Office, and worry showed plainly on her pleasant, intelligent face.
"Hmm? Oh. Yes, it's all right, Terry. Why don't you go on to lunch?"
"I thought there might be something I could do"
"Thanks, but there's not." (p.7).

Douglas does not want to force Erika to go to school in America. Even though he really wants Erika to go to America so that he can explore freely whether Erika, his mistress is his own daughter or not.

"Yes, I did. I'm not going."
"Just a minute now, dear. Before you decide, let me tell you something. I've been keeping it as a surprise since the middle of the week." He was thinking fast.
"Tell me, or I'll violate you!" she ordered, rising up on one elbow. Then she threw one leg over his and said, "Maybe I'll ravish you anyway, just to show who's boss."
"Erika, be serious a minute."
"You think I'm not?"
"Erika, listen to me: I'm going to be transferred back to Washington this fall."
"Oh, Doug, no!" The mischief ran out of her in an instant.
"But don't you see? You can go to school there in Washington....at George Washington University."
"Really?" Anticipation and doubt struggled for the upper hand. "That's right," he said. "We'd be there together."
"When would I go?" she asked, excitement beginning to shine in her eyes.(p.68).

Douglas really care about Erika’s life, he fulfills all the needs of Erika. At the first time, it is because Douglas’ friend, Sonia, who is indeed Erika’s mother, trusts him that he can afford all the needs of Erika. Then it goes up to the fact that now Erika is being his mistress.

When he is about to leave Erika, he always asks whether Erika still have enough money.

"You know Kelvin Banting's home telephone number, don't you?"
West asked to change the dialogue channel.
"Mr. Banting? Yes, I'm sure I have it."
"Call him if you need anything while I'm gone.
Money....or anything." "He's a good friend of yours, isn't he?" "The best I've got. Here in Japan, anyway."
"You've never told me much about him." "What do you want to know?"
"Oh, just what he's like and...." "He's in his middle forties, a bachelor, likes girls and drink and food. He's...."(p.81).

Douglas always leaves some money for his housekeeper every time he is going to leave home. He does not want any one working with him feel somehow lack of money. He always asks about when his housekeeper wants some days break so that he can arrange his schedule.

4.1.3. Wise

Wise is also one characteristic of Douglas. As proposed by Murphy, by knowing what a person is thinking about and what is in his mind, the readers will be able to recognize the person's character. The author can also tell the readers
about different people's thoughts. The readers are led to the mental process of the character that conveys the ideas.

At this point, many thoughts of Douglas showing that he is wise, can be seen.

Douglas never wants to hurt someone feeling, this can be seen from the way he treat Terry Malone, his secretary in the embassy. Even though Douglas knows that Terry is the one responsible for the death of June, Douglas ex girlfriend, Douglas never thinks deeply about that. He just sees Terry as his secretary.

"It always happens this way, Doug: we get along....so well together....then suddenly something just....just turns you off." She was sobbing openly now. "Why, Doug? Why don't you....like me?"
"You know I do, Terry."
"I know you don't. Is it because of....of what happened in Vienna?"
"That wasn't your fault, Terry."
"Don't lie, you know it was!" Her voice was growing strong as anger replaced self-pity...(p.54).

When Douglas decides to leave Erika, as he believes that Erika Must be his own daughter, Douglas almost gets Terry Malone as the reason to leave Erika. If he can marry Terry Malone, he thinks he can avoid Erika and he can tell Erika that Erika is his daughter. But, after thinking for moments, he knows that it is not the right decision because if Terry Malone knows the reason why Douglas is willing to marry her, she will just get hurt. And Douglas does not want to hurt everyone.

...every minute he was with Terry was a minute when he couldn't be with Erika. Not knowing what he knew, Erika had no curb, no check-rein on her feelings, her passions…
He didn't like using Terry for this purpose, but he promised himself
to make it up to her somehow. If only she wouldn't do that one
thing....or if he could only overcome his distaste for it, he might even
ask her to marry him. Terry would make a more-than-adequate wife
in every other way. And being married would form the final barrier
between Erika and himself. When she learned of the union, Erika
would then turn toward a new and better life for herself…(p.45).

4.1.4. Sensitive
Douglas is also a sensitive man; he knows that Terry Malone, his secretary
in the embassy, loves him. He knows well when Terry wants him to be his boss or
when Terry wants him to be his lover. It cannot be stated that Douglas does not
love Terry as they even have ever had sex for times.

4.1.5. Loving
Again, as proposed by Murphy, by knowing what a person is thinking
about and what is in his mind, the readers will be able to recognize the person's
character. The author can also tell the readers about different people's thoughts.
The readers are led to the mental process of the character that conveys the ideas.

Douglas is also a loving man. He loves his mate wholeheartedly. We can
see it in the way he loves June, Douglas’ dead wife. That Douglas is a loving man;
it can be seen in the way he thinks about Erika.

…the imperfection without success. Slim with black, up tilted eyes:
large, candid, almost whimsical eyes that could leave looks lingering
in the air minutes after they had shifted in other directions. Long
legs. Damp lips and a full mouth that was often occupied with the
silent expression of a pleasant thought. High, rose-tipped breasts that
with a provocative, oval face formed a triangle topped by lustrous,
straight, black hair. Words or phrases that characterized her?
Sensitive. Easily hurt. Desperately seeking affection. Half-fearful of
life, yet at the same time entranced by its prospects. A girl who would cleave to one man all her life…(p.17).

When Douglas knows that Erika is pregnant, he never has any willing to have an abortion done to the baby. Douglas knows that the abortion will erase some of his problems. His close friend, Banting also forces him to have the abortion done but Douglas never changes his mind that he will never have an abortion done.

"Is it painful?" West asked to be saying something. The question was rhetorical. He hadn't the slightest intention of subjecting Erika to such an operation. "Somewhat, but the girls usually get up and walk home within an hour or so after the operation, so it can't be all that bad." "I couldn't do it, Bant." "Isn't that really up to her?" "Sure it is, but I'll advise against it." "You're being foolish, Doug." "Maybe." "That's like never riding in a car again after a member of your family is killed in a wreck."(p.129).

Douglas very much loves June, his ex girlfriend who is already dead, even when he is now with Erika and Terry, it is totally uneasy for him to forget June.

"That's like never riding in a car again after a member of your family is killed in a wreck." "You can say what you want to," West spoke with sudden force, "but I lost the only other person I ever really loved because of an abortion and to lose Erika for the same reason would...."(p.129).

When he finally knows that June was dead because of Terry Malone, he still cannot admit that June is dead. He is not angry with Terry. He just feels a pervasive loneliness. Here we can see that even it has been a long time after June’s death, Douglas still cannot accept it.

West felt himself sinking into a terrible dark sadness.
"I found the abortionist," Terry went on in her inexorable masochism, "I urged June to go. I took her there that day myself. I didn't want her to have your baby, Doug. If she did, I knew I'd never have a chance....with you...."

Quietly West replaced the receiver in its cradle. It wasn't anger that he felt. Just a pervasive loneliness....and the discouragement men feel when they see...(p.56)

4.1.6. Brave

Even though at the beginning of the novel Douglas seems to be fearful, but it can be seen that he changes, he changes to be a brave man in some of his action near the end of the novel. That he decides to buy a gun from a paid assassin to kill the embassy security officer by himself is a very brave thought. He even undoubtedly leaving Japan for Germany to see Karlman, someone that is believed to be Erika’s father by Douglas. I can say that he is brave because it is the first time Douglas meet Karlman, Douglas knows that Karlman is Sonia’s legal husband, ant that Douglas has ever had an affair with Sonia, Karlman’s legal wife.

West realized that they had been immensely lucky in finding Karlman. After all, more than twenty years had passed. When he considered how much had happened to himself in that length of time, he then knew how many things could have happened to the man Erika believed was her father, and even more so to him because he had returned to a defeated Germany as an officer in his country's once-feared submarine service. Furthermore, his home, Sonia had said, was in the Communist Zone, which heightened the dangers of prison, death, starvation, and fatal illness.(p.84).

When Douglas finally believes that Erika is his own daughter, he decides to leave his job and the country he is assigned to. Out of the fact that Erika is pregnant, he decides to leave Japan because he does not want any abortion and he really loves Erika that he does not want anyone tell Erika that He is Erika’s father.
The embassy in fact has told Erika that Douglas is her father. Erika also loves Douglas very much that she also does not want anyone to tell Douglas that she is his daughter.

"Won't Doug be writing to you—or someone here?"
"Not if he thinks that Grimes is still alive and might find out where they are."
Shockley thought for a moment. "I wonder if this is how it is going to end. Neither Doug nor Erika really related to each other—but thinking that they are father and daughter."
"And neither wanting to tell the other what they think they know... because each loves the other too much to want to be the cause of such a shock."
"God in Heaven."
"Amen," Banting said, turning to leave. "But I'll try to find them, Virgil. Even if I have to take a year off to look, I'll find them. Somehow I've got to find them," he said, forcing confidence into his voice. (p.161).

4.1.7. Thoughtful

Being a diplomat, Douglas is required to be a thoughtful man. As when someone asks Douglas about something a little too private, he always thinks deeply about what will be the best answer to the question. He will answer the question with the answer that he thinks will not result in more questions. Here we can say that Douglas is tricky.

As he knows that Terry Malone, his secretary in the embassy, loves him, he does not want to hurt her. When someday Douglas leaves Terry alone when Terry is still sleeping, Terry is very much angry to him. But thoughtfully, Douglas can answer all Terry Malone questions.

"What time...did you leave?" Her voice sounded as if she was having trouble keeping her mouth near the receiver.
"About six, I think," said West, hoping that she hadn't awakened before that hour. "I couldn't stay in bed any longer....and you were so sound asleep that...."

"Why, Doug? Why do you...." Her voice broke.

Easy now, West cautioned himself, or she'll be a drunken woman on a crying jag.

"It always happens this way, Doug: we get along....so well together....then suddenly something just....just turns you off." She was sobbing openly now. "Why, Doug? Why don't you....like me?"

"You know I do, Terry."

"I know you don't. Is it because of....of what happened in Vienna?"

"That wasn't your fault, Terry."

"Don't lie: you know it was!" Her voice was growing strong as anger replaced self-pity.

"I don't...."(p.54)

Douglas really wants Erika to study in the U.S as soon as possible so that he can freely find out whether Erika is his daughter or not. Douglas is thoughtful enough to persuade Erika to study in the U.S.

Two ways proposed by Murphy to better understand the character in the novel are used here, the conversation of the character and the thought of the character

"How about your passport? Did you apply for it?"

"Yes."

"When you get it, I'll help you with the visa. You'll have to have a thorough physical, you know."

"Suddenly you sound like it's all decided. About ma going to school in America, I mean."

"I thought you wanted to go, Erika."

"We were just talking about it, that's all."

West's heart sank. God, what if she now refused to go? He knew he'd better soft-pedal it at this point. Too much pressure could have the contrary effect.

"All right, Erika. It's up to you. You think about it and decide. But go ahead and get your passport anyway. HI handy to have."

"I will," she said, sounding slightly mollified. "When are you coming over?"...(p.44).
When Douglas are to go to Germany to meet Karlman, Sonia’s husband for ensuring the status of Erika, he does not want Erika knows about it, but he also does not want to lie to Erika that he will leave for some days.

Suddenly, West remembered that his ticket was in the bag, and he didn't want her to see it. "Erika," he called to stop her, "we don't have that much time. It's six already. Besides, Mrs. Shimizu packed for me."

West discerned Erika's non-Japanese self asserting itself, but he resisted rising to the bait. If he told her he was off his way to Germany, she might bring up the subject of the man she believed to be her father....(p.81).

Douglas wants Erika to study to U.S. he knows that it will be a little hard to ask Erika to study there without him. For this case, he has already had a way out.

He could let nothing interfere with his plan to send Erika to college in the U.S. Not even her wishes. She had to. If she balked, he would tell her that the State Department intended to recall him to Washington in the fall to take a suddenly-vacated post there. And that he thought he could get her into George Washington University; he had friends on the faculty. Later, after she was settled in school and had made friends, he would write that his return had been postponed a few months and then a few months more.... She would be comfortable and eventually he hoped, happy. With her beauty and warm sincerity, she could be a very popular girl...(p.45).

When the security officer tells Douglas that Erika is his own daughter, he is soon thinking about his past with Sonia, a woman that the embassy security officer thinks must be the mother of Erika. He is such as that thoughtful.

It is again as proposed by Murphy, we can see the characterization of a character from the way he or she is thinking.

His thoughts during that long walk had been like the siege of a castle in medieval times. The battering rams catapults, and mobile towers were the evidence that the Security Officer had arrayed before him.
The castle had been his desperate refusal to consider the possibility—no probability—of his parentage of Erika. And the defenses of that citadel were now crumbling.

Erika should have been born before he ever sighted the shores of Japan for the first time. Of that he had been positive and on it he had built a hasty but nonetheless stout defense. But the Security Officer had levelled this bastion with a battering ram in the shape of a certificate of birth carrying a date nine months subsequent to his affair with Sonia.

Had there been two daughters, surely Erika would have mentioned a sister, even if something had happened to her long ago. But if Erika was the only one, then Sonia had lain to him, doubtless to earn his sympathy—and money common device among bar-girls, true. But it wasn't like Sonia. Besides, he had met her in that Yokohama bar the day after she started to work there, a housewife from... (p.40).

4.2. Douglas’ ultimate decision to resign from his dreamed job

The second part of this chapter analyses the ultimate decision made by Douglas to resign from his dreamed job as a diplomat and to leave Japan, the country he is assigned to. According to Festinger, Schacter and Back, much of the pressure to conformity comes from the smaller group within a society to which individuals belong (4). Here it can be seen that Douglas is a diplomat that represents U.S. in Japan. He is able to cope with other people very well.

In analyzing the ultimate decision made by Douglas to resign from his dreamed job as a diplomat and to leave Japan, the country he is assigned to, from the novel, I can have, here, some reason, then; the deeper meaning of the reason will be the result of the analysis. The reasons of Douglas leaving are because Erika is pregnant but he does not want to have an abortion done to the baby, Douglas does not want to repeat his mistake in the past that he loses June because of an abortion and he does not want anybody to tell Erika that Erika is his own daughter.
4.2.1. Erika’s pregnancy

At first, Douglas never has a though that Erika is his own daughter. He just fulfill her needs since Erika was still a child as her mother, Sonia, Douglas’ ex mistress, wants Douglas to care about Erika because Sonia is sick and then dead. Sonia never tells Douglas that Erika is a daughter of Sonia and Douglas. Erika is now in her age of seventeen. Douglas falls in love with Erika. They are even often having sex.

For a man nearing middle age, his affair with Erika had been a compelling experience, one that had moved him to wonder about his own values and goals. Since June's death his career had become the all-consuming activity in his life. His minor romance—if that was the right word—with Terry had started off happily enough, perhaps because he was trying hard to fill the painful void where his wife had been, but this had fizzled out, like the thud of a wet towel on a tile floor, when he became acquainted with Terry's strange bed habit...(p.16)

Only five weeks ago she had been a virgin. This he knew. He even doubted that Erika had ever been kissed. The unusual circumstances of her upbringing made this conceivable. A Eurasian girl in a rural town in Japan. Taller than most Japanese boys her age. Yet she had taken to sex with an enthusiasm—almost abandon—that West found hard to reconcile with his preconceptions of proper feminine conduct. From the beginning she had liked it—perhaps like was too mild a verb—and wasted no words in telling him so. More often than not she played the role of aggressor, suggesting new ways and at times pleading for more than he was able to give.(p.17)

Douglas knows that Erika is pregnant from his best friend, Banting.

"Erika's pregnant, Doug."
For a shocked moment, West's mind refused to register [the information. When it did, he felt as if he had been mentally bludgeoned.
"Preg....nant?" West's voice was hoarse, barely audible to Banting.
"Yes. Dr. Kuwano suspected she was right off, so he made a test which verified it."
"Does....she know?"
"No."
"How long?"
"I didn't ask."
"But...Oh, God!" (p.27).

The pregnancy of Erika really shocks Douglas.

"I told him to forget it. The Embassy medical form doesn't ask the question specifically, anyway." Then Banting added irrelevantly: "He was the one I had lunch with."

West was amazed that he could go on sitting here at the bar talking to Banting as if nothing had happened. Inwardly he was reeling under the shock, and the words he spoke seemed to come from another mouth, another person. (p.128)

Douglas is really shocked by the bad news from Banting, Douglas ever has it as the reason to leave Japan. Douglas only thinks about how to save Erika and their baby.

Douglas never wants any abortion done to the baby. Although Banting always forces him to do the abortion for the sake of Douglas’ job, Douglas never changes his mind that he will never has the abortion done.

"I couldn't do it, Bant."
"Isn't that really up to her?"
"Sure it is, but I'll advise against it."
"You're being foolish, Doug."
"Maybe."
"That's like never riding in a car again after a member of your family is killed in a wreck."
"You can say what you want to," West spoke with sudden force, "but I lost the only other person I ever really loved because of an abortion and to lose Erika for the same reason would....."
"You're going to lose her anyway, aren't you? In a different way, I mean."

West hesitated for a long moment: "I don't know now, Bant," he muttered slowly. "This changes things."
"Nothing I can say will change your mind?"

The bartender brought them a woven basket filled with potato chips, and Banting ordered a round of drinks. He felt West needed infusions of alcohol.
"Nothing. Not after what happened to June. Besides, I saw a documentary movie not long ago that showed pictures of a five-week embryo. You could see the tiny dots that were to become eyes, Bant! And the beginnings of arms and legs! I guess I'd always thought that the thing in a mother's womb was just a blob of shapeless flesh until six months or so. But you could see that this was a tiny human being—not perfect, of course—even at five weeks. And wheat's in Erika now must be at least that old. To kill that thing would be plain murder, Bant!"(p.129).

Douglas does not tell anyone that he is leaving Japan. Someone that really knows the problems faced by Douglas is Banting, his close friend. What Banting knows about Douglas and Erika is that they love each other very much.

Shockley thought for a moment. "I wonder if this is how it is going to end. Neither Doug nor Erika really related to each other—but thinking that they are father and daughter."
"And neither wanting to tell the other what they think they know... because each loves the other too much to want to be the cause of such a shock."
"God in Heaven."(p.161).

Douglas very much loves Erika. This is the first time he loves a woman as much as this after the dead of June, Douglas ex girlfriend. Douglas does not want to repeat his mistake in the past that he loses June in an abortion.

"You can say what you want to," West spoke with sudden force, "but I lost the only other person I ever really loved because of an abortion and to lose Erika for the same reason would...."
"You're going to lose her anyway, aren't you? In a different way, I mean."(p.129).

It can be said that Douglas will not leave even though Erika is not pregnant. He is very much afraid that he will lose Erika.

“Anyway, I might send her to the U.S. to live until she could pass her citizenship test but"
"Why don't you?"
"I'm afraid I'd lose her. All that time away from me at her age..."(p.21).
This can be said that Erika’s pregnancy can be one of Douglas’ reason of leaving Japan and his post as an American diplomat, besides, from the analyses, Douglas leaves Japan and his post as an American diplomat because he really loves Erika and he really does not want to lose Erika.

Erika’s pregnancy really changes the outlook. Douglas has to make new plan so that he can avoid the abortion.

He knew that he would not let Erika have an abortion, even if she were willing. And he could hardly send her alone to the U.S pregnant. State wouldn't let him marry her and even if they did, Grimes' threat of exposure would still hang over them, wherever they went. With State's Security Division behind him, Grimes could find them anywhere except the most remote places. Erika's pregnancy changed the outlook completely. He would have to revise his plans. And quickly, when the Thursday night demonstration was over, Grimes would be sure to turn his unwanted attention on them again.(p.131-132).

4.2.2. Douglas unwillingness for anybody telling Erika the Truth

Since Douglas is as an American diplomat and a member of an American embassy in Japan, he is not supposed to marry a native girl because it has been stated that those working with the embassy cannot marry a native person. The problem occurs when Dough loves Erika, the Japanese girl. Even though actually, Erika is not purely Japanese, Dough is still not supposed to marry her.

"Now you know better than that. The Department doesn't like any of us—specially you F.S.O.'s—playing house with native broads."
"Tell me the number and date of that regulation, Grimes!" West grated, still on his feet and taut with indignation.
"You know what I mean," Grimes said easily. "It comes under that catch-all regulation about—uh, 'conduct that could cast discredit on the United States.'"(p.6-7).
When Douglas has not had an idea that Erika can be his daughter, he has, for long time, thought whether he will choose Erika or his Job, because if he chooses Erika, he will never be able to continue his career in the embassy. But finally he not only leaves his job, he even leaves Japan, the country he is assigned to. It is actually okay for him not to leave Japan when he is not again working for American Embassy, but he is afraid that someone from the embassy will tell Erika that Douglas is her own father. That is why he decides to leave Japan with no one knowing where Douglas and Erika go to.

"Get Mr. West on the phone," he said to his secretary, who stood in the doorway between the outer office and his. In a moment the intercom buzzed.
"Mr. West isn't in his office, sir. Terry says she doesn't have any idea where he is."
"Hmph. Try his home, then."
The intercom buzzed again.
"Mrs. Shimizu is on the line," his secretary told him.
"Is Mr. West there?" Banting asked the voice from the intercom.
"I think you'd better talk to her, Mr. Banting."
Banting lifted the outside receiver and spoke in Japanese to West's housekeeper, asking if Mr. West was at home.
"He's gone abroad, Mr. Banting."
"Wha...at?"
"Yes, sir. He left early this morning."(p.145).

Douglas does not tell anyone where he and Erika go to. Even to his housekeeper to whom he always says where he goes. Douglas really does not want anybody to tell Erika that Douglas is her own father. Because, in his thought, Erika will leave him if she knows that he is actually her father.

Douglas ever wants to ask a paid assassin to kill Grimes, the embassy security officer. Grimes is the one that strongly has the purpose to tell Erika that
Douglas is her own father. Since the paid assassin does not want to do Douglas’ request, Douglas buys a rifle then.

"I'm looking for Douglas West."
There was an odd flicker in the paid assassin's eyes. "He's not here."
"I know that," Banting said tensely with an impatient gesture of his hand. "I know that he went to Shinjuku last night to see you. And I'm pretty sure I know what he wanted."
"I talked to him, yes."
"He wanted to hire you to do a job for him, didn't he?"
Shimozawa smiled slightly but said nothing. "Dammit, Shimozawa, this is no time for ethics. I've come to stop you from doing it. There's no need now. If I can find West, I'll explain it to him. He'll tell you the same thing, I know."
regret still heavy in his voice, "if only as a favor to you."
"It's all right," Banting murmured, privately elated. "That's why I couldn't refuse his other request."
"What was that?" Shimozawa's answer jolted Banting back into his earlier state of alarm.
"I sold him a rifle."(p.148-149).

Through applying the ways proposed by Murphy in identifying characters, it can be stated here that Douglas is a caring, wise, sensitive, loving, brave, and thoughtful person. Even though at the beginning of the novel Douglas seems to be fearful, but it can be seen that he changes, he changes to be a brave man in some of his action in the end of the novel.

As it is described by Holman and Harmon, a character may also be either static or dynamic (1986: 83). A static character is the one, a little if not at all, changes. The pattern of action reveals the character rather than showing the character changing in response to the action. This kind of character remains the same sort of person up to the end of the story. A dynamic character is one modified by action and experiences and one objective of the work in which the
character appears to reveal the consequences of the actions. This character undergoes a permanent change in some aspect of the character.

Douglas can be said as a dynamic character because he undergoes a permanent change in some aspect of the character; in this case he changes from being fearful into being brave.

Carl Jung believed that a forward movement characterizes personality development: people are guided by the future aims as well as by their past experiences. Human beings continually try to realize their full potential and to achieve unity among all aspects of their personality. A person begins this effort by developing all parts of his or her personality. This process is called individuation. Jung proposed that there are two major personality orientations. First is introversion, in which the person withdraws interest from the external world and consequently is quiet, reserved, and cautious. Second is extraversion, in which the person primarily oriented to the external world and thus is outgoing, sociable, and excitement seeking (413).

Douglas has his future aims, he wants to live with Erika and he does not want anybody to tell Erika that Douglas is her own Father. That can be concluded how he can do such thing, leaving his dreamed job, to realize his hopes.

The pregnancy of Erika really shocks Douglas. Douglas is really shocked by the bad news from Banting; Douglas ever has it as the reason to leave Japan. Douglas only thinks about how to save Erika and their baby. Douglas never wants any abortion done to the baby. Although Banting always forces him to do the
abortion for the sake of Douglas’ post as an American Diplomat, Douglas never changes his mind that he will never have the abortion done.

Douglas very much loves Erika. This is the first time he loves a woman as much as this after the death of June, Douglas’ ex-girlfriend. Douglas does not want to repeat his mistake in the past that he loses June in an abortion.

We can, now, answer the two questions in the problem formulation. First, “How is Douglas, the main character, characterized in this novel?” Douglas is characterized by the author of the novel by Douglas’ speech, behavior, and conversation with other characters. Thus, it can be said that Douglas is a caring, wise, sensitive, loving, brave, and thoughtful person. Second, “How can Douglas have an ultimate decision to resign from his dreamed job and to leave Japan, the country he is assigned to as seen in Jack Seward’s The Diplomat?” From the analysis, the answer for this question, how Douglas can have the ultimate decision, can be found. By considering Erika’s pregnancy, by considering Douglas’ friend advice, by considering his unwillingness for anybody telling Erika the truth, Douglas can have the ultimate decision.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

In this last chapter, two sections are presented. The first part deals with the conclusions of the analysis which answer problems formulated in Chapter One. While as the closure, some suggestions to future researchers and the implementation of The Diplomat in teaching Short Essay Writing 1 are covered in the second section.

5.1. Conclusions

Having applied the ways proposed by Murphy in identifying characters, it can be stated here that Douglas is a caring, wise, sensitive, loving, brave, and thoughtful person. Even though at the beginning of the novel Douglas seems to be fearful, but it can be seen that he changes, he changes to be a brave man because of his journey of life.

Douglas can be said as a dynamic character because he undergoes a permanent change in some aspect of the character; in this case he changes from being fearful into being brave.

Douglas has his future aims, he wants to live with Erika and he does not want anybody to tell Erika that Douglas is her own Father. That can be concluded how he can do such thing to realize his hopes. Douglas knows that Erika is pregnant from his best friend, Banting.
The pregnancy of Erika really shocks Douglas. Douglas is really shocked by the bad news from Banting; Douglas ever has it as the reason to leave Japan. Douglas only thinks about how to save Erika and their baby. Douglas never wants any abortion done to the baby. Although Banting always forces him to do the abortion for the sake of Douglas’ post as an American Diplomat, Douglas never changes his mind that he will never has the abortion done.

Douglas very much loves Erika. This is the first time he loves a women as much as this after the dead of June, Douglas ex girlfriend. Douglas does not want to repeat his mistake in the past that he loses June in an abortion.

People conduct an action with motive. This motive leads them to behave in their manner to get some achievement. It would be impossible to discover motivation unless behavior was organized (Bootzin, Loftus, and Zajonc 367).

Douglas immense love to Erika, Erika’s pregnancy, and his unwillingness of anybody telling Erika that Douglas is her own father are matters that make Douglas have such an ultimate decision to leave his dreamed job as a diplomat, that he really wants since he is still a child.

5.2. Suggestions

5.2.1. Suggestion for Future Researchers

This part explores the suggestions for future researchers who will conduct further analyses on Jack Seward’s The Diplomat.

In this study I concentrated on one character, Douglas Eric West with regards to her ultimate decision to leave his post as a diplomat and to leave Japan,
the country he is assigned to. It is suggested that further researchers conduct analyses on other characters' roles in creating such condition that makes the main character has a ultimate decision. I have explored in the analysis that Douglas has made the decision to leave his post because of Erika pregnancy, his sad past event, and because he does not want to lose Erika. And it can be said that the power of love is the source of that all. Furthermore, an analysis using a Feminist approach is also suggested if one wants to analyze Erika Karlman or Terry Malone role in Douglas ultimate decision making.

5.2.2. Recommendation for English Instructors to Teach Short Essay Writing

Additionally, to boasting an advantage in providing contextual material for Reading class, the materials from this novel can also be used to teach writing. Literature can ignite the reader's imagination, which is highly needed in producing writing. The materials can be used as the source of inspiration in a student's writing. Novels can also be used to learn for example narrative writing since they contain a vast amount of examples of narrative writing. Through integrating literary writings in language teaching both students and teachers can incredibly gain knowledge since they can explore the style of the writing, vocabulary, sentence construction, readability of the materials, grammar, and so on, which are greatly important in developing writing skills.

A significant part of writing that has to be addressed by teachers is grammatical problems. Literary writings auspiciously also serve as tools for
analyzing grammar. For example, since novels mostly contain past tenses, they can plausibly be used in the analysis of past tenses. Some other possibilities include analysis of modals, complex sentences, adjective clauses, noun clauses, etc. A good deal of materials to learn grammar can also be obtained from literary writings.

We have an old saying goes, "a good writer must be a good reader", which I believe is entirely true. And instantaneous sources of reading materials for students are of course literary writings, which can be accessed quite easily everywhere.

Students are needed to be reinforced to read a lot, because it is very important in order to help them to write creatively. In this study, I use some parts of the novel as a teaching resource for writing narrative. One possible activity that incorporates the materials from The Diplomat (pp.1-14) includes writing the continuation of the story. I take the chapter one of the novel because it can be found that there are more characters, conversations, even conflicts if it is compared with other chapters of the novel. This activity is highly credible since the student has to comprehend the story first by reading the material, or parts of the novel, and then, carry on with writing the story based on their own thoughts.
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Appendix 1

Biography of Jack Seward

Jack Seward is the author of forty-four books on Japan in both English and Japanese, including Easy Japanese and Outrageous Japanese. He lived in Japan as an army officer and CIA agent during the Occupation.

Born in Houston on Oct. 11, 1924, Seward grew up in Dallas and attended the University of Oklahoma. An act of chance during his early years introduced him to his life-long connection with Japan: While working several summers on a ranch in Oklahoma, two Japanese hands there started to teach him some of the language.

At 18 he volunteered for active duty in the U.S. Army. With his knowledge of Japanese, the army enrolled him in a special military intelligence training unit on Japan at the University of Michigan. As a commissioned officer in military intelligence, Seward served under MacArthur during the Occupation and thereafter in the CIA as part of its Asian operations.

Seward subsequently moved into the private sector, where he worked in Tokyo and overseas for several U.S. and Japanese companies. Over the 25 years that he lived in Japan, he built a reputation as a linguist and leading expert on the nation.
In the 1970s, Seward returned to Texas and taught courses on Japanese culture and language at the University of Texas at Dallas. He lectured frequently throughout the U.S. and Japan.

Seward wrote 45 books covering a broad spectrum of fiction and nonfiction. His first published work was "The Cave of the Chinese Skeletons" in 1965, a partial reflection of his storied years as an intelligence officer in Japan. His best known work was "The Japanese," published in 1972. Selected by the Readers Digest Book Club, it sold millions of copies and was the most widely read book on Japanese culture at the time.

His longest-selling book was "Japanese in Action," a commentary on the language and how to study it, originally published in 1969. He wrote numerous supplementary textbooks for Japanese studying English, as well as books in the Japanese language, including "Tekisasu no Koinobori" ("Carp Streamers from Texas"), on aspects of American culture.

In 1986, Emperor Hirohito, known posthumously as Emperor Showa, awarded him the Order of the Sacred Treasure for his widely recognized contributions to mutual understanding and strengthening of U.S.-Japanese relations.

He is survived by his wife, Aiko "Jean" Morimoto; son John Neil Seward III and daughter-in-law Ligia; son William Kenneth Seward and daughter-in-law Leydi; brother Robert Uema Seward and sister-in-law Madeleine; and grandchildren.
Appendix 2

Summary of the Diplomat

The name of the main character is Douglas Eric West. Since he is as an American diplomat and a member of an American embassy, he is not supposed to marry a native girl because it has been stated that those working with the embassy cannot marry a native person. The problem occurs when Dough loves Erika, the Japanese girl. Even though actually, Erika is not purely Japanese, Dough is still not supposed to marry her. Douglas should also solve his problem to know whether Erika, his mistress is his own daughter. After he explores the past, he concludes that Erika is his own daughter, which is actually not. Finally he decides to leave Japan, the country he is assigned to.
Appendix 3

LESSON PLAN

Subject : Short Essay Writing I
Semester : Third Semester of English Education Faculty
Time allocation : 2 x 50 minutes class meeting
Learning Materials : Writing Narrative
Teaching Methods : Discussion, Lectures, Pair Works, Individual Work
Source : Jack Seward’s the Diplomat pp. 1- 4

<table>
<thead>
<tr>
<th>Topic</th>
<th>Achievement Indicators</th>
<th>Activity</th>
<th>Time (min.)</th>
<th>Media</th>
<th>Source</th>
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<tbody>
<tr>
<td>Narrative Writing</td>
<td>Students are able to:</td>
<td>1. Pre activity:</td>
<td>5</td>
<td></td>
<td>Handout, OHP</td>
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<tr>
<td></td>
<td>-Identify the main idea of the reading passage</td>
<td>-students greet the teacher and do icebreaking</td>
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<td>-Summary of Mother</td>
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<td></td>
<td>-identify the generic structure of the reading passage</td>
<td>-Students review what they have learned in the previous meeting</td>
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<td>- teacher</td>
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<td></td>
<td>-analyze the features of a narrative text</td>
<td>2. Whilst activity:</td>
<td>5</td>
<td></td>
<td>- Summary of Mother</td>
</tr>
<tr>
<td></td>
<td>-produce a narrative text (short story)</td>
<td>-Students mention some examples of narrative orally</td>
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<td></td>
<td></td>
<td>-Students read the narrative text and discuss the difficult vocabularies</td>
<td>30</td>
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<td></td>
<td></td>
<td>-Students discuss the generic structure of narrative text</td>
<td>10</td>
<td>Handout, OHP</td>
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<td></td>
<td></td>
<td>-Students write the story as the continuation of the text</td>
<td>30</td>
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<td>3. Post activity:</td>
<td>5</td>
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<td></td>
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<td>- students are to review</td>
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<tr>
<td>Topic</td>
<td>Achievement Indicators</td>
<td>Activity</td>
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<td>today's material - students are given homework to write a Narrative Composition</td>
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**Evaluation** : Pair work, question and answer, recalling, pair work, individual work

**Learning Media** : Handout, OHP, Blackboard
Appendix 4

LEARNING MATERIAL

Do you know WHAT NARRATIVE is?

**Purpose**: To amuse or to entertain
To deal with actual or imaginative experiences in different ways

**Text Organization**:
1. Orientation (who/what, when, where) Introducing the characters of the story, the time and place (setting) the story happened.
2. Complication (what problem did the character have?) Series of events in which the main character attempts to solve the problem (conflict).
3. Resolution (how was the problem solved/ended?). Ending of the story is containing a solution.

**Points to remember**:
1. Narrative focuses on specific or individualized participants
2. Using past tenses

**Types**:
- Fables, Fairy tales, historical stories, folktales, mysteries, science fictions, romances, horror stories, adventures stories, myths, slice of life, personal experiences.
"Are you a widow, Mr. West?"

"No.""

"Divorced?"

"No.""

"Are you a native of this country?"

"Yes.""

"Was your house at 263, Water Street, New York?"

"Yes.""

"Your name is Douglas West?"

"Yes.""

"Are you twenty-five years old?"

"No.""

"Are you thirty-eight years old?"

"Yes.""

"Are you a widow?"

"No.""

"You don't know the man who is giving you the questions?"

"No.""

"You have never met him before?"

"No.""

"Have you never been to the Embassy?"

"No.""

"Have you never been in the Foreign Office?"

"No.""

"Have you never been in the Foreign Office?"

"No.""

"Have you never been in the Foreign Office?"

"No.""

"Have you never been in the Foreign Office?"

"No.""

"Have you never been in the Foreign Office?"

"No.""
Grimes was watching intently.

“...When you were a boy,” Grimes began, his eyes narrowing, “did you ever.....” he hesitated deliberately

“...did you ever lie to your mother?”

West snorted, half in amusement and half in disgust at himself for forgetting this tired, moss-covered gambit of the Security Division’s lie-detector operators: Build up tension in the person wired into the “box,” as they fondly called their electronic instrument of intimidation. Gauge his capacity for reaction by suggesting that they were going to delve into his dim past, into subconscious realms where guilty, half-forgotten secrets of childhood masturbation and incestuous urges lurked.

“Yes,” he finally said, almost forgetting to answer.

“All right,” Grimes said, switching off the lie detector and picking up his pen. “I’ll be with you in a few minutes.”

West studied the Security Officer as he made notes on the now-still graph paper. Al Grimes was younger than West but over thirty, a bit on the stocky side but not at all fat. Sandy hair, greenish eyes, pallid skin, but-surprisingly—no freckles. Well-muscled, although he walked with an insouciant slouch. Dressed with a suggestion of carelessness. But not well-spoken. His speech patterns were those of a man from a small Midwest town who had left home to eventually become a sergeant in the Army and who had recently been made aware of the need—if advancement in the Department of State was his aim—for more cultivated, or at least less earthy, speech.

This had been West’s estimate of Grimes at their first meeting, and later he had been surprised—because he did not think of himself as being particularly acute in his readings of the characters and pasts of other people—to learn how close to the mark he had hit. Small town in the Midwest? Yes, from Eldorado, Kansas. Army sergeant? Close. Grimes had been a sergeant in the Marines and had fought in Korea, after which he signed up for another hitch and was assigned to Marine guard duty with the U.S. Embassy in Tokyo.

Already something a war hero, Grimes had attracted more favorable attention when a mob of Japanese leftists had swarmed over the grounds of the Embassy, throwing white paint on American-owned cars, urinating on the golden Great Seal of the United States at the entrance, and massing around the flag pole to try to haul down and desecrate the Stars and Stripes. Under strict orders from the Ambassador not to fire on the mob, Sergeant Al Grimes had tossed his rifle to another Marine guard and had flung himself with inarticulate cries of rage onto the massed demonstrators. Taken aback, the Japanese had hesitated long enough for Al to literally run over their shoulders and to wrap himself around the flagpole, his hands holding the ropes in place and with one, then the other of his legs kicking out into the faces of the rioters as they renewed their attack. In this position he held them off long enough for a platoon of blue-helmeted Japanese police to double-time into the Embassy compound from behind a nearby office building, riot sticks at the ready and loud-speaker trucks blaring.

Six Japanese press photographers were on hand to record the melee, and it was the Mainichi’s man whose action snap became as famous as that of the flag-raising on Iwo Jima. His shutter caught the snarling Marine sergeant at the precise instant when his right boot caught a gaunt, long-haired Japanese college student flush on the nose. Enlargements of the excellent photograph showed a spray of blood squirting out from under the toe of the boot. A second rioter was staggering back from the flag-pole obviously hurt somewhere, while a third already lay unconscious on the ground. Most of the others were falling back, askance, but one of them enhanced the dramatic impact of the photo by attacking Grimes from the rear with a club. (He broke three ribs before Grimes could spin around to kick him away.)

To a nation of Americans sick with too frequent reports of foreign indignities suffered by U.S. diplomatic offices and information libraries, this one picture came as pure ambrosia. Grimes’ home-town newspaper carried it on the front page for five straight editions. Almost all U.S. newspapers reproduced it, and no less than seventeen companies eager for the fast dollar bought reprint rights from the Mainichi and flooded the country with enlargements. One of these companies telephoned Grimes long-distance and offered him one dollar for every photo he would autograph. (The caller didn’t think it necessary to

Taken from: Jack Seward’s The Diplomat pp 1-4
A. COMPREHENSIVE QUESTIONS

What is the type of the narrative text?

B. ASSIGNMENT

Write a one-page narrative story as a continuation of the story above. Make sure you follow the text orientation.