

THE MEANING OF LOVE AS SEEN IN CELIE THE MAIN CHARACTER OF ALICE WALKER'S *THE COLOR PURPLE*

A SARJANA PENDIDIKAN THESIS

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



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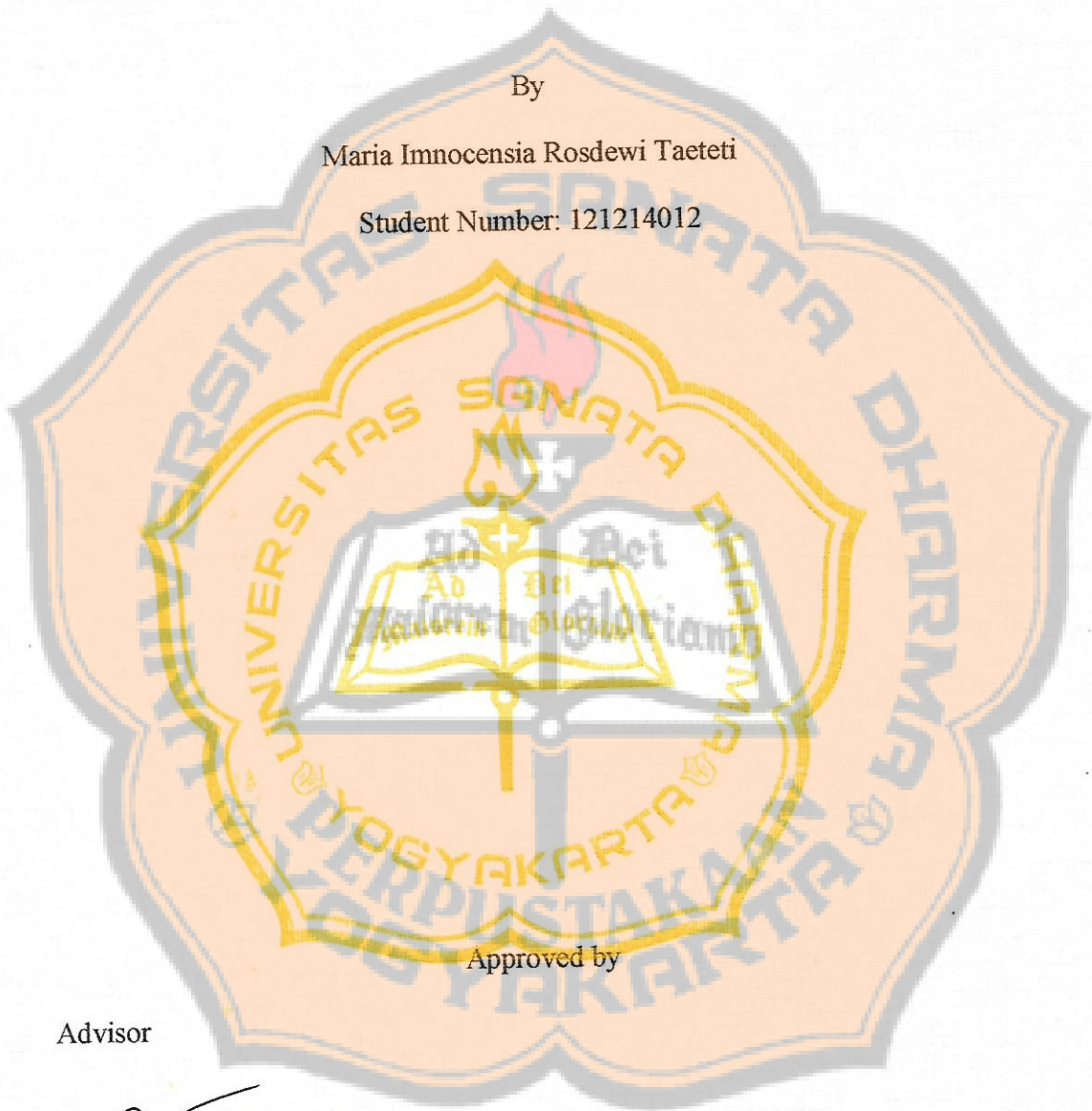
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Rohandi, Ph.D.

Don't You Quit

When things go wrong, as they sometimes will,
When the road you're trudging seems all uphill,
When the funds are low and the debts are 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.

Life is queer with its twists and turns,
As every one of us sometimes learns,
And many a fellow turns about
When he might have won had he stuck it out.
Don't give up though the pace seems slow -
You may succeed with another blow.

Often the goal is nearer than
It seems to a faint and faltering man;
Often the struggler has given up
When he might have captured the victor's cup;
And he learned too late when the night came down,
How close he was to the golden crown.

Success is failure turned inside out -
The silver tint in the clouds of doubt,
And you never can tell how close you are,
It might be near when it seems afar;
So stick to the fight when you're hardest hit -
It's when things seem worst that you must not quit.

UNKNOWN

This thesis is dedicated to

my beloved parents,

my beloved sister and cousin,

and Taeteti's family



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, 14 September 2016

The Writer

Maria Imnocensia Rosdewi Taeteti

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ABSTRACT

Taeteti, Maria Innocensia Rosdewi (2016). *The Meaning of Love as Seen in Celie The Main Character of Alice Walker's The Color Purple*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

This study analyzes a novel entitled *The Color Purple* by Alice Walker. The novel tells about a young-black woman named Celie, who lives in rural Georgia, South America. She has been treated badly by her stepfather and her husband, Albert, since she was fourteen years old. It happens repeatedly till she meets Shug Avery. Soon after they meet, they become friends and continue to have a special relationship. This novel is chosen to be analyzed because the researcher is interested in psychological issue which is love in a homosexual relationship. The researcher wants to know more about the meaning of love in Celie's relationship with her lover, Shug Avery.

The aim of this study is to find the meaning of love as seen in Celie, the main character of Alice Walker's *The Color Purple*. There are two formulated problems presented in this study. They are "How is Celie described in the novel?" and "What is the meaning of Celie's love?" This study is a library research. There are two sources used by the researcher in this study. The primary source is the novel itself, *The Color Purple* by Alice Walker. The secondary sources are obtained from some related books, journals, and related articles in the internet. The psychological approach is used to see Celie's meaning of love to Shug Avery.

There are two research findings. First, Celie is a less-educated, ugly, fearful, tough and affectionate woman. Secondly, the literal meaning of Celie's love is a form of her paranoia or traumatic feeling towards men. The true meaning of Celie's love is a form of escaping from men and the feeling of comfort in which she found in Shug Avery. Celie's traumatic feeling towards men causes her to love and to be loved by women. Love brings the greatest force in influencing Celie to live a better life. The research finds that Celie's lack of safety needs as well as love and belonging need pushes her to love Shug Avery.

It is suggested that future researcher finds the true meaning of Shug's love to Celie. It is also recommended that the novel can be used as one of teaching materials to teach Prose class in English Language Education Study Program.

Keywords: Meaning, Love, Traumatic, *The Color Purple*

ABSTRAK

Taeteti, Maria Innocensia Rosdewi (2016). *The Meaning of Love as Seen in Celie The Main Character of Alice Walker's The Color Purple*. Program Studi Pendidikan Bahasa Inggris, JPBS, FKIP, Yogyakarta: Universitas Sanata Dharma.

Penelitian ini menganalisa sebuah novel berjudul *The Color Purple* yang ditulis oleh Alice Walker. Novel ini menceritakan tentang seorang gadis hitam muda bernama Celie yang tinggal di Georgia, Amerika Selatan. Celie telah diperlakukan kasar baik secara fisik maupun mental sejak umur empatbelastahun oleh ayah tiri dan suaminya. Hal ini terjadi terus-menerus hingga Celie bertemu seorang wanita bernama Shug Avery. Mereka lalu menjalin pertemanan hingga menjalani hubungan yang spesial. Novel ini dipilih untuk dianalisa karena penulis tertarik dengan isu-isu dalam psikologi yakni cinta dalam hubungan sesama jenis. Penulis ingin mengetahui makna cinta pada hubungan Celie dengan kekasihnya, Shug Avery.

Tujuan dari penelitian ini yakni untuk menemukan makna cinta Celie, tokoh utama dalam novel karya Alice Walker's *The Color Purple*. Terdapat dua sumber data yang digunakan: sumber primer adalah *The Color Purple* oleh Alice Walker. Sumber sekunder diperoleh dari buku-buku terkait, jurnal, dan artikel-artikel terkait dari internet. Pendekatan psikologi adalah pendekatan yang digunakan untuk melihat makna cinta Celie kepada Shug Avery.

Terdapat dua hasil yang berkaitan dengan penelitian ini. Pertama, Celie adalah seorang yang kurang berpendidikan, jelek, penakut, kuat, dan penyayang. Kedua, makna cinta Celie yang tersurat didalam novel yakni perasaan trauma terhadap pria. Makna cinta Celie yang tersirat adalah bentuk pelarian terhadap apa yang dialami dengan pria dan perasaan nyaman yang ditemukannya saat bersama Shug. Ketakutan akan pria menjadikan Celie memilih untuk mencintai dan dicintai oleh wanita. Cinta telah memberi pengaruh baik bagi Celie untuk menjalani kehidupan yang lebih baik. Penelitian ini menemukan bahwa kekurangan Celie dalam pemenuhan rasa aman dan cinta mendorongnya mencintai Shug Avery.

Disarankan kepada peneliti selanjutnya untuk menemukan makna cinta Shug Avery kepada Celie. Disarankan juga bahwa novel ini dapat digunakan sebagai salah satu materi pengajaran dalam kelas Prose, program Pendidikan Bahasa Inggris.

Kata kunci: *Meaning, Love, Traumatic, The Color Purple*

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Maria Innocensia Rosdewi Taeteti

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CHAPTER I

INTRODUCTION

There are five parts in this chapter, namely background of the study, objectives of the study, problem formulation, significances of the study, and definition of terms. Background of the study contains the description topic of the study and some reasons for choosing the novel *The Color Purple*. Objective of the study contains the aim of the study. Problem formulation focuses on the problems discussed in the study. Significance of the study contains the contribution of the conducted study for future research and for the development of knowledge. The last part, definition of terms provides some significant terms related to the novel.

A. Background of the Study

People need pleasure in their life. They try to achieve it in order to get balance in life. One of the ways to get pleasure is by reading novels. According to Clark and Rumbold (2006), there are several benefits of reading for pleasure that a person can achieve through reading novel. Two of the benefits of reading for pleasure are by reading novel people may have better understanding of other cultures and a greater insight into human nature and decision making (p.9). Since novel is a part of literature, in which it is a reflection of reality, people may have experienced the something as it is shown in a novel. Further, Hudson (2006) says that literature is a vital record of what men have seen in life, what they have experienced of it, and what they have thought and felt about those aspects which

have the most immediate and ensuring interest for all of us (p. 10). Thus, people may have the inspiration to make decision in their life.

In literary work, the author uses his ability to create a story so that the readers seem to be brought in a place where the situation happened. There is so much to learn about what or why something can happen either in reality or in a fiction story. Literature is the depiction of the world and human life, the main criteria used in the literature is the "truth" depiction, or to be described. That is why in *Theory of Literature*, Max Eastman says that "truth in literature is the same as the truth in outside of literature" (Wellek and Warren, 1956, p. 330).

Literary work emphasizes the beauty of words which can draw the reader's attention. People can see the beauty of words in literary work such as in a romantic novel. One of the characteristics of romance novel is emotionally engaging story and relationship between two or more people. The plot usually deals with the resolution of a difficult relationship (Smith, Trott, and Wyatt, 2004). That is suitable with Alice Walker's novel which tells about Celie's love to her lover, Shug Avery.

Some novels tell about love which makes people interested to read. One of the novels is Alice Walker's *The Color Purple*. This novel can be harsh to be read at times, but it is ultimately a book about the power of love. People may find joy of life through loving someone. Love is an important emotion which is definitely experienced by people.

The Color Purple is a novel which originally comes from America and it is written by Alice Walker. It was released in 1982. The novel takes place mostly in

rural area in Georgia where the story focuses on the life of African-American women in the southern United States in the 1930s. There is a reason why the researcher chooses this novel. The researcher is interested in the love shared by two characters in the novel that has the same gender. These two characters love each other. Through this study, the researcher wants to know the meaning of love shared by these two characters.

The Color Purple involves a fourteen year-old-girl, namely Celie, as the main character of the novel. She is a young lady who struggles to find love and happiness for herself. She has been raped by her father since her childhood life. She is also forced to marry a man whom she does not love. A marriage without love makes Celie unable to enjoy her life. She does not get a new experience of life. Then, she meets Shug Avery, a woman that she sees in the picture and feels interested, in her husband house. Shug is Celie's husband's mistress. The journey of Celie's love begins to change after the meeting with Shug. She is convinced and helped by Shug that every person deserves to be loved and feels happy in this life. The relationship between Celie and Shug becomes very intimate for Celie feels safe with Shug. Things are getting better for Celie because Shug always stands still to help Celie develop herself. Celie also feels disappointed for Shug leave her for Germaine, another character in this story. Germaine is Shug's nineteen-year-old lover. Shug confesses to Celie that she needs a man to be loved. Their relationship continues after Celie forgives and understood what Shug has explained.

This study discusses the meaning of Celie's love with Shug Avery. Hopefully, the researcher can show the true meaning of love as seen in the main character. In order to analyze Celie's love, the researcher uses some theories such as theory of character, theory of characterization, theory of personality, theory of motivation, theory of love, literal and true meaning, theory of post-traumatic stress disorder and psychological approach.

B. Objective of the Study

The objective of the study is to find the meaning of Celie's love, the main character of Alice Walker's *The Color Purple*.

C. Problems Formulation

Referring to the background of the study, there are two questions presented in this study. The questions are:

1. How is Celie described in Alice Walker's *The Color Purple*?
2. What is the meaning of Celie's love to Shug Avery?

D. Significance of the Study

The results of this study are expected to give significance for the English Lecturer, English students, as well as future researchers in particular.

1. The Significance of the Study for the English Lecturers

This study is expected to be useful for English lecturers to develop interactive teaching-learning activities in Prose or Reading class. The purpose of

using this novel is to make Prose or Reading class more interesting for students. Through the study also, the lecturers can increase students' interest in reading.

2. The Significance of the Study for the Students of English Language Education Study Program

The second significance of the study is for students of The English Language Education Study Program. The researcher wishes that this study can help students to love reading. By reading novel, students can increase their way of thinking through a literary work which related to the issues found in the novel.

3. The Significance of the Study for the Future Researchers

The third is for the future researchers. The researcher wishes that the study can give meaningful contribution to other researchers who want to conduct future studies on the same issue.

E. Definition of Terms

To avoid misunderstanding about the literary terms used in this study, the researcher provides the definition of terms as follow:

1. Literal Meaning

Case and Marshall (2009) state surface meaning as literal meaning. Associated with this concept, literal approach is the tacit acceptance of information and memorization. It does not promote understanding for long term

retention of knowledge (pp. 9-18). In other words, literal meaning is meaning that the readers can obtain without conducting further analysis.

2. True Meaning

On the contrary, Case and Marshall (2009) state that true meaning comes from the interpretation and further analysis of the literary work. Deep learning analysis involves the critical analysis on the new idea (pp. 9-18). Thus, the readers need background knowledge and critical thinking in order to find the true meaning. The deeper meaning in this case is the true meaning of love based on Celie's motivation.

3. Character

According to Abrams (1999) *A Glossary Of Literary Terms*, a character is the person presented in a dramatic or narrative work, who is interpreted by the reader as being endowed with moral and dispositional qualities that are expressed in what they say-dialogue and by what they-do-the action (p. 20). In other words, a character is the person seen by the reader as the doer of an action in a literary work.

4. Characterization

Abrams (2009) defines characterization as a method for establishing the distinctive characteristics on characters in a literary work (pp. 42-44). Based on the understanding above, characterization is finding the distinctive characteristics by

understanding them through the characters' personalities and how they act and react in the story.

5. Motivation

Another term that needs to be explained is motivation. According to Maslow (1943), motivation is the switching on of some pattern of behaviour, of a program of action specified within the individual (p. 11). The subject matter has to do with behavior get started and ended. In other words, motivation has to do with the *why* of behavior, as contrasted with the action.

6. The Color Purple

The Color Purple in Alice Walker's novel explain that purple is a kind of color in which represents the independence. According to Broun (2011), purple is a combination of the calm stability of blue and the fierce energy of red. The main character, Celie experiences bad treatments from her stepfather and her husband until she meets Shug Avery who helped her from all the abusive life. Celie has the courage and the bravery to step out from bad experience of life. While Shug in her calmness helps Celie to reach her willingness which having indenpendency. *The Color Purple* reveals the transformative power of female bonding and female love which in this case Celie's bonding and Celie's love to Shug Avery.

CHAPTER II

REVIEW OF RELATED LITERATURE

There are three parts in this chapter. They are review of related studies, review of relative theories and theoretical framework. In the review of related studies, the researcher reviews some previous studies which also discuss Alice Walker's *The Color Purple*. In the review of related theories, the researcher reviews some related theories which have been discussed by other researchers. While in theoretical framework, the researcher explains the contribution of those theories and reviews in analyzing the problems of the study.

A. Review of Related Studies

In this part of the research, the researcher discusses briefly other studies. There are two related studies which will be discussed. The first study is a study with the same object of the study and the second study is a study with the same basic approach as this research.

In the current studies on Alice Walker's *The Color Purple*, the researcher reviews two selected studies. The first study is conducted by Sugiharto (2001) entitled *The Influence of Society and Surrounding on Celie's View towards Life in Alice Walker's The Color Purple*. The study aims to find out the character of Celie in the novel which can be seen from her words and her handwriting. The result of the research shows that Celie, the main character in *The Color Purple*, is described as a naive woman who is nothing compared to Shug Avery. Through

her letters, she expresses her hopes, dreams and desires but she is ignorant of her world.

The second study is conducted by Setyoningrum (2000) from English Language Education Study Program. The study entitled *An Analysis of Celie's Personality Development in Alice Walker's The Color Purple*. The study aims to find out the development of Celie's personality. The study aims to find out and shows the significant value as seen in Celie. Therefore, the study mostly focuses on character and characterization. The researcher also applies personality development theory to complete her study. She uses library study as the method of the study. The result shows that Celie's personality development is helped by three characters: Shug Avery, Sofia and Netty. Their ways of thinking and behavior influence Celie's life. All of them help Celie to grow better. In the end, Celie gets her self-confidence, strength, independence and self-expression as a human being. Furthermore, the researcher offers some suggestions in teaching English literature for the students of English Language Education Study Program. By giving them some alternatives, the students are expected to appreciate literary works since they are learning English.

B. Review of the Related Theories

In the review of related theories, the theories used in this part are the theory of character, theory of characterization, theory of human motivation, theory of personality, theory of love, literal and true meaning, psychological approach and the theory of post traumatic stress disorder. The purpose of using these theories is

to analyse the character of Celie deeper. It is also expected by having deeper analysis about the character, the researcher can answer the questions in the formulated problem.

1. Theory of Character

A character has special importance in literary work. A character is one of the most important elements of a novel. Every author has their own style and characteristic in creating the characters in the story. According to Abrams (1999), it is stated that characters are the persons presented in a dramatic or narrative work, who are interpreted by the reader as being endowed with moral and dispositional qualities that are expressed in what they say-the dialogue-and by what they do-the action. The ground in a character's temperament and moral nature for his speech and actions constitute his motivation" (p. 33). Rohrberger and Woods (1971) also state that characters are like human beings in real life. They have their own personality and appearance which make them different from one to another (p. 20).

Another definition of characters is defined by Roberts and Jacobs (1989) who state that a character is an extended verbal presentation of human being, the inner self that determines thoughts, speech and behaviours (p. 143). Based on those definitions above, it can be concluded that characters in the novel are identified and illustrated like human beings in the real life. Characters have their own personality and appearances.

Perine (1985) states that characterization categorized characters in two types: flat and round. A flat character is characterized by one or two traits; they can be summed up in a sentence. Though they touch life at only one or two points, may be made memorable in the hands of an expert author through some individualizing detail of appearance, gesture, or speech (p. 67). Therefore, it can be concluded that flat characters have one or two personalities and they do not make any significant changes in the novel.

Another type of character is round character. Different with flat character, round character has the complexity in its personality, mind and behaviour which leads to the difficulties to be understood in the story. According to Perinne (1985) states that round characters are complex and many-sided; they might require an essay for full analysis and live by their very roundness, by the many points at which they touch life (p. 68). Thus, it can be concluded that round character requires comprehensive exploration to reveal its possibilities of actual personality, mind or behavior as a subject or object in the novel.

In a literary work such as a novel, the development of characters can be found. The development of character can be classified as static and dynamic. As Perrine (1985) states that a static character is one whose personality does not change throughout the events in the story (p. 69). Meanwhile, dynamic character is one who goes through some sort of change. A little change from exact character whether it comes early, in the middle or in the end of the story is fairly enough to state that the character is dynamic (p. 69).

2. Theory of Characterization

Abrams (2009) defines characterization as a method of establishing the distinctive characteristics on characters in a literary work (pp. 42-44). In addition to that, Bernado states that the characterization is the creation of image of imagery person in drama, narrative poetry, the novel, and the short story. Characterization generates the plot which revealed by the actions, speech, thought, physical appearances, and the other characters' thoughts or words about him.

Further, Murphy (1972) states that there are nine ways to describe a character's characteristic:

a. Personal Description

What the author means by personal description is that the author can describe a character through his or her physical appearance. By understanding the physical description of the characters, the readers can imagine what kind of people the character is (p. 161).

b. Characters as Seen by Others

Instead of describing a character directly, the author can describe a character through other characters' opinion. In other words, the author describes the character from the point of view of people in the novel. A character also be judge by other character. Their judgment can help the readers to know personality of the character (p.162).

c. Speech

Whenever a person speaks, involves in a conversation with another or puts forward an opinion, he is giving the reader some clues about his charcater.

It means, the author describe a character through his/her language and what the person says (p. 164).

d. Past Life

A person's past life can give the reader a clue to events that have helped to shape that person's character. It means the author can describe a character by letting the reader understand about a person's past life (p. 166).

e. Conversation of Others

The author can also give the readers a clue to a person's character through the conversations of other characters and the things they say about him/her. It means the author describe a character through other people's conversation about him/her (p. 167).

f. Reactions

The author can give the reader a clue to a person's character by letting the reader know how the person reacts to various situations and events. It means, the author describe a character through the reader's findings of how the character deals with various situations (p. 168).

g. Direct Comment

Describing a person's character directly. It means the writer gives his/her description directly or face to face (p. 170).

h. Thoughts

Describing a character by giving the reader knowledge of a person's thinking. In other words, the author able to do what human beings cannot do in real life. The author can tell readers what different people are thinking (p. 171).

i. Mannerism

The researcher describes a person's mannerism, habits, or idiosyncrasies which may tell us something about his character. Idiosyncrasies means an usual way in which a particular person behaves or thinks (p.173).

Moreover, an article by Sogang University (2014) states that there are two ways of how authors reveal character: directly and indirectly. Direct characterization means the character simply appears in the story to show the readers how the character is look like. Meanwhile, indirect characterization means the researcher describe the characters by describing their physical appearance, showing the character's word and actions, revealing the character's thoughts, showing how characters is treated by others.

3. Theory of Motivation

Every person has motivation in his or her life. It provokes people to do actions in order to fulfill their goals. Laming (2003) defines motivation as the switching on some of the pattern of behaviour, of a program of action specified within the individual. Laming also states that each biological species has to have a repertoire of instinctive, or it can be said as hardwire or patterns of behavior. For human is also a part of biological species, there is no exemption (p. 2). Moreover, Smith (1982) also states that motivation is defined as an internal process that influences the direction, persistence, and vigor of goal directed behavior (p. 282).

Further, Petri (1981) states that motivation is the concept we use when we describe the forces acting or within an organism to initiate and direct behavior (p. 3). It influences people to decide and behave in particular situation happen in daily life.

Petri (1981) also argues that people are motivated to achieve certain needs. When one need is fulfilled, a person seeks to fulfill the next one and so on. He discovers that a person has motivation which has relation with human needs. Maslow (1943) depicts the human needs in five motivational needs.

a. Physiological Needs

Physiological needs are the situation where a person will motivate him or herself to fulfill their needs in a emergency situation such as hunger and thirsty. It means a person will fulfill his or her needs when they are in emergency situation (p. 302). In other words, physiological needs are human's basic needs where the body seeks for food, liquid, sleep, sex, oxygen, freedom of movement and a moderate temperature.

b. Safety Needs

Safety needs are the needs of human to be protected from physical and emotional disruption. The safety needs require protection or security from any element to keep a person away from fear or danger (p. 303).

c. Love or Belongingness Needs

These needs involve a hunger for affectionate relationship with other people, either small or big group. The love needs require both receiving and giving love: from another and someone to love (p. 303).

d. Esteem Needs

This needs for self-esteem motivate an individual to reach for achievement, strength, confidence, independence and freedom. It involves a desire for reputation, status, recognition, appreciation by other of one's abilities and feeling of importance (pp. 303-304).

e. Self-actualization Needs

Self-actualization needs are fulfilled when the four levels of needs have been reached. A person needs to reach achievements for him or herself. It means a person must realize his or her personal potentials, so he/she has motives to seek for personal growth and experience (pp. 304-305).

f. The Desires to Know and to Understand

Humans are born with curiosity. It is one of the most universal characteristics. A person may have desire to know and to understand after all their needs are fulfilled.

4. Theory of Love

Love is a basic human emotion but understanding how and why it happens, is not easy. In fact, a long time ago, many people suggested that love was simply something primal, mysterious, and spiritual for science to ever fully understand.

According to May (1969), love is the cross-fertilization of mortality and immortality. In understanding what individual's desire in romantic relationship are, J.A. Lee (1977) provides six categories to classify the types or the styles of love.

a. Eros

Eros is a love style characterized by the search for a beloved whose physical presentation of self-embodies an image which is already held in the mind of the lover. In other words, eros is a type of love which deals with sensual, beauty, romantic and pleasure attraction (p. 125).

b. Ludos

Ludos is defined as a playful game. This type describes love as a game. Being involved in feeling is not the first priority. Ludos tends to play for fun rather than being involved in the feeling (p. 125).

c. Storage

Storage is similarly to companionate love. It starts from friendship, goes deeper and become friends again. This types of love also known as the love of community and family (p. 125).

d. Mania

Mania has close meaning with Eros. It describes love as a mixture of conflict and romantic from Eros style of love. People who categorized as Mania rarely achieve happiness in love. This type of love includes being obsessive, jealous and emotional. Mania love is usually beyond the rational control (p. 125).

e. Pragma

Pragma is basically come from the word pragmatic. Pragma always satisfy and love other lovers because of the characteristic such as intelligence and wealth. Pragma always focuses on the detail and qualities from the other person or couple. Pragma focuses on the detail and qualities of couple (p. 125).

f. Agape

This type of love is related with love to serve other than receive or willing to sacrifice anything for their partner. It is a hybrid of storge and eros. It is also known as the love of God for mankind (p. 125).

Sternberg (1997) states that there are three components of love:

a. Intimacy

Intimacy refers to feelings of closeness, connectedness, and bondedness in loving relationships. It gives rise, essentially, to the experience of warmth in a loving relationship (p. 315).

b. Passion

Passion refers to the drives that lead to romance, physical attraction, sexual consummation, and related phenomena in loving relationships. The passion component includes sources of motivational and other forms of arousal that lead to the experience of passion in a loving relationship (p. 315).

c. Decision/Commitment

Decision/commitment refers, in the short-term, to the decision that one loves a certain other, and in the long-term, to one's commitment to maintain that love. These two aspects of the decision/commitment component do not necessarily go together, one can decide to love someone without being committed to the love in the long-term, or one can be committed to a relationship without acknowledging that one loves the other person in the relationship (p. 315).

5. Theory of Personality

Dewey and Humber (1957) state that personality is the product of interaction process and a dynamic concept, self-contained, one which is being a part of individual (p. 236). To study about the personality, it needs a social context because it shapes a persons' personality.

Freud (1920) believes that personality has three structures which are the id, the ego and the superego.

a. Id

Id is centered on primal impulses, pleasures, desires, unchecked urges and wish fulfillment. Freud (1920) states that the id is totally unconscious and unaware of its working. The id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants, and needs. The Id consists of all inherited (biological) components of personality, including the sex instinct and aggressive instinct. If these needs are not satisfied immediately, the result is a state anxiety or tension.

b. Ego

Ego is concerned with the conscious, the rational, the moral and the self-aware aspect of mind. The ego develops to mediate between the unrealistic id and the external real world. The ego operates according to the reality principle, working human realistic ways of satisfying the id's demands.

c. Superego

The superego includes the values and morals of society which are learned from one's parents and others. The superego's function is to control the id's

impulses, especially those which society forbids, such as sex and aggression. It also has the function of persuading the ego to turn to moralistic goals rather than simply realistic ones and to strive for perfection.

6. Psychological Approach

Freud (1856-1939) believes that human behavior is caused by their early experience. Life is made up of different memories which resulted to what people are today. It gives influence on how people behave, socialize today. This approach is used to analyze the personality of Celie which affected by her past experience that appears from her young-life experiences.

According to Freud (1920), personality develops through a series of stages. Each stage is characterized by a certain psychological conflict. The psychoanalytic believes that behaviors and personalities are reflection of the contents in the mind's unconscious part. It states that human behavior and personality are the result of the interactions among three component parts of the mind: id, ego, and superego.

7. Literal Meaning and True Meaning

According to Quinones (2002), literal meaning is what actually happens in it. Literal meaning is on a purely superficial level. It is about what the reader can see from a literary work. Literal meaning is the meaning which appears or can be noticed directly and can be seen explicitly. In other words, literal meaning can be

said as a surface meaning. Case and Marshall (2009) believe that a literal approach in learning is the tacit acceptance of information and memorization. It does not promote understanding for long term retention of knowledge (pp. 9-19).

On the contrary, true meaning tells the reader of the meaning behind the action. Quinones (2002) states that deeper meaning is usually more abstract for it can be seen in the form of concept rather than physical description. In addition the meaning of true meaning, Barnet, Bruto and William (1994) argue that true meaning is the meaning which is told for us because it is implicit. The deeper meaning of the story is a meaning which has values for every reader. Case and Marshall (2009) state that deep learning involves the critical analysis of a new idea and promotes the application for life (pp. 9-19).

8. Post-Traumatic Stress Disorder

If someone has traumatic experiences and has trouble in getting back his or her regular life and to connect with others, he or she may suffer from post-traumatic stress disorder. When someone has a post-traumatic stress disorder, it seems that she or he will never be able to avoid what happened to him or her and even back to normal life again. Wilson, Nathan, O'Leary, and Clark states that post-traumatic stress disorder is a form of anxiety disorder triggered by a traumatic event and characterized by intrusive thoughts, intense physiological reactivity and avoidance of the stimuli associated with the trauma (p. 152). Someone who is diagnosed with PTSD must have been in a situation in which he or she was afraid of for his or her safety and for his or her life and also she or he

must have experienced something that made them frightened, fearful, helpless and terrified.

Talking about traumatic experience, almost everyone experiences at least some of the symptoms of post-traumatic stress disorder. As stated in *Diagnostic and Statistical Manual IV* (Scoot and Stardling, 2001) there are common symptom associated with this disorders. Typical symptoms are re-experiencing the event through dreams, flashback or acting out the events in play. It is very common to have bad dreams, feel fearful or numb, and find it difficult to stop thinking about what has happened. However, these symptoms are simple things and it is easy to forget after several weeks or even days (p. 5).

If someone has post-traumatic stress disorder and the symptoms do not decrease, a person will not feel a little better each day. In fact, the person may start to feel worse. The symptoms of PTSD can arise suddenly and gradually. Sometimes the symptoms are vague but other times it appears because of something that reminds the person of the traumatic event.

There are some causes which lead someone to experience post-traumatic stress disorder. According to Janoff-Bulman (1992, in Harvey 2002) defines post-traumatic stress disorder caused by the experience of traumatic events like domestic violence, physical assault, violent accident, witnessing the unexpected death of a loved one, the loss of job, the loss of one's trust or in the safety of the worlds. Trauma involves loss to an individual (p. 6). Wilson, Nathan, O'Leary and Clark classify the factors which lead someone to post traumatic into three categories. The factors are biological factor, psychological factors, and social

factors. The biological factors make certain people more vulnerable in developing post-traumatic stress disorder. The psychological factors interact with biological vulnerabilities in producing traumatic stress disorder symptoms. Meanwhile, both biological and psychological factors work in specific social contexts. Social factors increase exposure to trauma (e.g., living in the inner city where personal violence is more common).

The effects of the post-traumatic stress disorder are categorized as intrusion, avoidance, and hyperarousal. It is categorized as intrusion when the symptoms appear suddenly and happen when memories of a past traumatic incident comes back as flashback in the sufferer's mind. Next, it is categorized as avoidance when a sufferer consciously or unconsciously tries to prevent remembering anything related to the traumatic experience. This may avoid those who close to sufferer. While, it is categorized as hyperarousal if the symptoms are the result of nerves and hormones.

C. Theoretical Framework

This study applies psychological approach. The researcher also uses some theories to support the findings. The researcher applies theory of character and characterization from Perrine (1985) and Murphy (1972). These theories are used to help the researcher in analyzing the characters of Celie in the novel. These theories are applies by highlighting some of the important point which shows Celie's characteristic in the novel.

The theory of motivation by Maslow (1940), theory of personality by Freud (1920), theory of love by Lee (1977), and theory of Post-Traumatic Social Disorder by Janoff-Bulman (1992) and Scott and Strading (2001) help the researcher to find the meaning of love as seen in Celie's character.



CHAPTER III

METHODOLOGY

This chapter discusses the methodology in conducting this study. This chapter consists of two parts. The first part is the object of the study that contains brief description of the primary data. The second part is the approach that used to analyze the characteristics of the main figure in this novel. It also contains the research procedures which explained the steps done by the researcher in conducting the study.

A. Object of the study

The Color Purple is a novel written by Alice Walker, an American novelist, short story writer, poet and activist. The novel was published for the first time in 1982 by Harcourt Brace Javanovich and it has been reprinted many times ever since. In this study, the researcher used the version which was republished in 2011 by Houghton Mifflin Harcourt. It contains of 285 pages and it is written in the form of letters. This novel won the 1983 Pulitzer Prize for Fiction and the National Book Award for Fiction. It was later adapted into a film and musical of the same name which was directed by Steven Spielberg in 1985.

The Color Purple is an American Literature product. The setting of the novel is South America in the beginning of 20th century. The author, Alice Walker, is a black American woman who comes from an ordinary black family. Since the character in *The Color Purple* is a black woman, the researcher thinks

that Alice Walker tries to present her own life toward the main character in the novel.

Alice Walker presents the novel, *The Color Purple*, in which it tells about two women, Celie and Shug Avery, who talk about the same men in their own views. She presents human beings painfully finding ways to save themselves by sharing their burden and their love.

The Color Purple is talking about a fourteen year old girl named Celie, who carries burden so well ever since she was fourteen years old. The story began with letters which were written by Celie, the main character of the novel. The letters showed how Celie was abused sexually and deprived of affection. Celie wrote the letters to express her feelings and addressed it to God and her sister, Nettie. Her mother was very sick, and when she visited the doctor, Celie was left alone with her father, Alphonso (who she knows as Pa). While the mother gone, Alphonso raped Celie. Celie's mother died soon after and Alphonso raped Celie more and more often, saying "You gonna do what your mammy wouldn't (p. 9)".

Being raped by Celie's stepfather, Celie got pregnant. Celie has two children who both of them are taken away right after they are born. Celie assumed that he had taken the children into the woods and killed them, but actually he had sold them. Alphonso remarried but Celie still became a constant reminder of his sexual abuse. To get rid of her and the guilty feelings, he gave her away to be married to a man who known as Albert. Living with Albert was no better than life back with her father for Celie. Albert thought that the only way to keep a woman in her place was to beat her, and he beat Celie very often. He did not love Celie.

He simply wanted a wife because he needed someone to take care of him and his naughty children. He also wanted a wife because the woman who he really loved, Shug Avery, refused to marry him. Shug was a flamboyant blues singer who traveled around the country singing in sleazy bars.

Celie's sister, Nettie, the only person who Celie had ever truly loved, ran away from home and came to live with Celie and Albert. Nettie is very beautiful, and Albert finds her very attractive. He made many passes at Nettie, but she simply ignored him. He became very upset one day when Nettie ignored his flirts, and he kicked Nettie out of the house. Nettie and Celie vowed to write to each other. Nettie kept her promise and wrote to Celie, but Albert intercepted the letters before Celie can see them. Celie decided that Nettie must be dead since she has not written. Nettie was the only person that Celie had ever truly loved, and now that she believed that she is dead Celie had absolutely no will to live anymore. She went on day to day simply taking all of the abuse that Albert gave to her and never said a word or took an action of protest.

Shug Avery became very ill as a result of her wild lifestyle. She had no real home, so she came to stay with Albert. Celie fed Shug and took care of Shug, and as she got to know her better, Celie found herself fall in love with Shug. As Celie nurses Shug back to physical health, Shug decided that she will nurse Celie back to emotional health.

Eventually Shug was completely healthy and she became very close to Celie. One day Shug went to get the mail and found a letter from Nettie to Celie before Albert had the chance to see it. She showed it to Celie, who was overjoyed

to find that her sister is alive. Then, Shug and Celie searched through Albert's bedroom and found a whole stack of letters that Nettie had written to Celie. Nettie wrote that she had joined a Christian missionary group that had gone to Africa to Christianize the natives. The missionary group was led by a minister and his wife who had two adopted children. Nettie could tell by looking at them that the children are Celie's. Nettie also wrote that Pa was not their real father. Their real father died at an early age and they moved in with another family. That means that Celie's two children were not born out of incest.

Celie was incredibly happy to hear that her sister and her two children were still alive, but she was also fiercely angry with him for keeping this news from her. This anger finally gave her the courage to stand up against Albert. When Albert attempted to slap Celie she jabs him with a knife. Then she decided to leave her husband and moved with Shug to Memphis. Albert said that Celie will leave over his dead body, and Celie responded with surprising authority. "It's time to leave you and enter into the Creation. And your dead body is just the welcome mat I need". After this statement Albert left Celie alone. In Memphis, Celie started a new sewing pants business. With Shug's help, she became very successful, and she also learned how to love. Men had been beating Celie throughout her life, and women were the only people that she was able to feel love. Shug did not feel the same as Celie and she left her for a nineteen-year-old boy named Germaine. When Shug left Celie, so did her happiness went away. Alphonso, the man who claimed to be Celie's father, died and left Celie his house. Celie moved and continued her pants-making business there. Celie eventually became friends with Albert, who

has changed lot since Celie's departure. He had learned a great deal about life and love since Celie left him, and he stated what he has learned near the end of the novel "I start to wonder why us need love. Why us suffer. Why us black. Why us men and women. Where do children really come from. It didn't take long to realize I didn't hardly know nothing...The more I wonder, he say, the more I love" (p. 280). Celie was developing a friendship with Albert but she could never love a man again and believed that love will never be back in her life. But then her sister Nettie returned from Africa with her two children. The family was reunited, and Celie felt a happiness and love that she had never before experienced. Celie's final letter to God stated that, despite her old age, "I think this the youngest us ever felt" (p. 285).

B. Approach of the Study

This study dealt with the meaning of Celie's love to Shug Avery in Alice Walker's *The Color Purple*. The researcher used theory of love and theory of motivation to understand the meaning of Celie's love. To elaborate all of the findings, the researcher used psychological approach because this approach deals with characters, human relationship, personality development, and human motivation. According to Rohrgeber and Woods (1971), psychological approach portrays knowledge which includes human motivation, mind, imagination, thought and behavior. The application of this approach was to discuss the meaning of Celie's love which find in Celie and Shug's relationship. The study analyzed the true meaning of Celie's love, as the major character which is

supposed to be influenced by her motivation to fall in love with a woman. The researcher used this approach to answer the second problem formulation.

This study belongs to library research. According to George (2008) the method of library research are identifying and locating sources that provides factual information or expert opinion. There were two kinds of sources used by the researcher which were primary source and secondary source. In this study, the researcher used Alice Walker's work entitled *The Color Purple* as the primary source while the secondary source were information from internet, journals, articles or book that were related to the study to be used in answering the problem formulations.

In writing this research, there were some steps that the researcher had done. The first step was reading. The researcher read the novel several times in order to get better understanding. The researcher took note for some vocabularies which had not been understood before. Then the researcher looked for the meaning in dictionary. As the next step, the researcher highlighted the important information in the novel. By doing so, it helped the researcher easy to find related aspect which would be discussed.

The second step was gathering references. In doing the research, references were needed to support the data. In collecting the data, the researcher read some books from library and also fund information in the internet. In order to write the background of the novel, the researcher wrote the information from Clark and Rumbold (2006) about the benefits for reading for pleasure. The researcher also explained the main issue that matters in this research. Moreover, the researcher

used Quinones (2001) and Case and Marshall's (2009) and Maslow's (1943) theory of motivation to find the meaning of literal and true meaning.

For the chapter two, the researcher used the theory of character and characterization, theory of love, theory of motivation, theory of personality, theory of surface and deeper meaning and the explanation of post-traumatic stress disorder. In order to make chapter three, the researcher collected the information from journals, article, and books provided in the library and the internet.

In order to make chapter four, the researcher applied the theory of character and characterization by Abrams (1999), Perrine (1985) and Murphy (1972) to find the characteristic of Celie. As in the second problem formulation, there were two points that needed to find the answer. The researcher applied theory of personality and theory of post-traumatic stress disorder to analyze the literal meaning of Celie's love. Next, the researcher applied theory of love, and theory of motivation to find the meaning of Celie's love as seen in Alice Walkers' *The Color Purple*. The researcher used psychological approach to analyze the novel. Therefore, the researcher drew the conclusions from all the discussion and wrote the implication and suggestions in chapter five.

CHAPTER IV

ANALYSIS

This chapter discusses and answers the problems presented in the study. There are two parts discussed in this chapter: first, the discussion which focuses on the description of Celie, the main character in Alice Walker's *The Color Purple* and second, the discussion concentrates on the meaning of Celie's love in Alice Walker's *The Color Purple*.

A. The Characteristics of Celie

In this part, the researcher answers the first problem which is the description of Celie, the main character of Alice Walkers' *The Color Purple*. As the main character, Celie has the most important role in the story. In accordance to that, Abrams (1999) states that characters are described as the person presented in a dramatic or narrative work, who are interpreted by the reader according to their particular moral, intellectual and emotional qualities from what the person say. They can also be interpreted from the say-the dialogue-and by what they do-the action (pp. 32-33).

While Rohrberger and Woods (1971) emphasize that characters are like human beings in real life. They have their own personalities and appearances which make them different from one to another (p. 20). Perrine (1985) divides characters into two which are flat and round characters. A flat character can be described in a single phrase or sentence. While a round character is complex in temperament and motivation and is presented with slight uniqueness.

This study is aimed to analyze the first problem formulation which is Celie's characteristics and personality which make her different from other characters. According to Abrams (1999), Celie is one of the characters in *The Color Purple*. Celie is presented in the novel and her characteristics can be interpreted through her way of saying, her behavior and from what other characters views on her. According to Perrine (1985), Celie is categorized as a round character. Celie's characteristics cannot be described in a single phrase or sentence. She undergoes a changing personality throughout the story. Her characteristics are described through the conflicts that appear in the novel.

In the beginning of the story, Celie is a woman who repeatedly abused by her stepfather. She cannot fight her stepfather when he does violence to her. She is also abused physically and mentally by her husband, Albert, and his son, Harpo. She faces Albert's naughty children but still patient for taking care of her them. Celie's life changes after meeting Shug Avery who loves and makes her happy. Celie becomes a cheerful woman. Shug fullfils Celie's need which is safety and love. Celie also becomes a brave woman who not afraid to take decisions for her life. The change in Celie's characteristic shows that she belongs to round character.

In order to find out how to characterize a character, the theory of characterization by Murphy is applied. Murphy (1972) states there are nine ways in which an author attempts to describe characters to be understandable and more alive for the readers. The nine ways are personal description, character as seen by another, speech, past life, conversation of others, reaction, direct comment,

thought, and mannerism. In this part, the explanation about Celie's characteristics is explained.

1. Less Educated Woman

In the novel, Celie is a less-educated black woman. There are three reasons why Celie is categorized as less-educated person, in the sense that she did not attend the school. It can be seen from her handwriting which grammatically incorrect. According to Murphy's theory, the quotation below shows Celie as a less educated person through her thoughts and her speech.

I am fourteen years old. ~~I am~~ I have always been a good girl. Maybe you can give me a sign letting me know what is happening to me. Last spring after little Lucious **come** **I heard** them fussing. He was pulling on her arm. She say It too soon, Fonso, I ain't well. Finally **he leave** her alone. A week go by, **he pulling** on her arm again. She say Naw, **I ain't gonna**. Can't you see I'm already half dead, **an** all of these children (p. 9).

He act like he can't stand me no more.

But what I'm sposed to put on? I don't have nothing (p. 11).

He say, Naw, Can't say I is. I know I'm not as pretty or as smart as Nettie, **she say**, I ain't dumb (p. 17).

He **start** to whistle. **Take** two dollars. **Give** her a quarter back. **He look** at me. **You want** something gal? I say, Naw **Suh**. **Where she at?** (p. 22).

From the quotations above, there are wrong structure sentences in Celie's writing. She is lack of linguistic proficiency in writing. Aside from problems in verb tense "*Lucious come, she say*", in the verb to be "*I ain't*". In English language, there is a rule in a present tense that "she" must be followed by to be or infinitives plus -s.

Second, there is also misspelling in some of English words such as "ast" which supposed to be written "ask", "git" which is "get", "kin" which is "kind", "naw" which is "no", "fine" which is "find". Another proof that shows Celie as a

less educated woman can be seen from the conversation of others and what other characters see from Celie. It can be seen from the novel as it is written below:

By time **I git back** from the well, the water be warm. By the time **I git back** the tray ready the food be cold. **By time I git all** the children ready for school it be dinner time. I keep hoping **he fine** somebody to marry (pp. 10-11).

Well, next time you come you can look at her. She ugly. Don't even look like **she kin to Nettie....**Where she at? **He ast**, grinning. Where the Queen Honeybee? (p. 16).

The third fact of Celie is a less-educated woman; she uses spoken language in her journal, in which grammatically incorrect. She writes the words exactly the same with the way she pronounces the words. It can be seen from Celie's journal, as it is written below "**He say, She near twenty.** And other thing----She tell lies. (p. 16)". Other facts are Celie write that "**Pa call me. Celie, he say** (p. 18) and "**When that? I ast**" (p. 23).

Celie's lack of education is caused by her stepfather who she calls as Pa. Pa does not allow Celie to go to school. He considers Celie as a woman who does not deserve knowledge. Pa also considers Celie as a not smart person. Pa states "She ain't smart either (p. 16)". He never cares about Celie's education though he is convinced by Nettie, Celie's sister, that Celie is smart girl who deserves knowledge.

You too dumb to go to school, Pa say. Nettie the clever one in this bunch But Pa, Nettie say, crying, Celie is smart too. Even Miss Beasley say so (pp. 17-18).

Celie thinks that she is not smart even her sister says the opposite and tries to teach her patiently. Her lack of learning things makes her thinks that there is no chance for her to run away from all the abusive men and her miserable life. But,

Celie tries to learn things by Netties help. Netties teach her to correct her word and her way of speaking.

2. Ugly

From the very beginning of the novel, Celie is described as a young-black woman who lives in rural Georgia, South America. She is fourteen years old. She is physically described as a woman who is not pretty enough. Celie is described by Mr.____ (at the end known as Albert) and Shug Avery as an ugly woman. Celie is constantly called ugly. According to Murphy's theory (1972), Celie's character can be seen through what other characters see from Celie, their direct comment about her, as it is cited in page 16.

But, I can let you have Celie. She is the oldest anyway. And she big already. Mr.____ he don't say nothing. I stop crying I'm so surprise. She ugly. He say...Well, next time you come you can look at her. She ugly. Don't even look like she kin to Nettie (p. 16).

Initially, Celie sees herself in the same way. She accepts the fact that other people see her ugly as she states that "I'm pore, I'm black, I may be ugly and can't cook, a voice say everything listening" (p. 209). According to Murphy (1972), Celie's ugly characteristic is also shown through her thoughts and her speech.

3. Fearful

In the beginning of Celie's life before meeting Shug Avery, Celie is described as a fearful person. It begins from her childhood life as her stepfather abuses her many times and forces her to work on everything in the house. Celie also believes that men has the power over women. She is abused by men but she

cannot do anything to help herself. She is a woman who could not say no to what men say to her. She follows men's rule cause of she is helpless. It can be seen from Celie's thoughts and speech which written in her diary page 9:

Just say, You gonna do what your mammy wouldn't. First he put his things up gainst my hip and sort of wiggle it around. When that hurt, I cry. He start to choke, saying You better shut up and git use to it. But I don't never git used to it (p. 9).

From the quotation above, it is clear that Celie is a fearful woman. She knows that what her stepfather does to her is wrong but she cannot fight back and accepts the situation.

Despite all the horrible situations, she never protests against men. She is too frightened to fight or rebel though Albert's sister advises her to do so. She is afraid of losing her shelter and her life. Celie is asked by her friend to fight but she thinks about survival. She thinks that by not fight, she will survive "What good it to do? I don't fight, I stay where I'm told. But I'm alive. (p. 29). She prefers to express her feelings trough the letter which is addressed to God. In this case, Celie's behavior is caused by the past experience of how her father raped her and threatened her not to tell anybody but only God.

Another evidence of Celie as a fearful person is her obedience to her husband, Albert and Shug Avery. It can be seen in how Celie's reaction through a situation such as when Celie is forced to do a lot of things, as it is written:

He tell me, Wash this. Iron that. Look for this, look for that. Find this, find that. I move round darning and ironing, finding hanskers (p. 32).

I don't want none of your damn food, she say. Just gimme a cup of coffee and hand me my cigarettes. I don't argue. I git the coffee and light her cigarettes (p. 58).

The quotations above show clearly that Celie is fearful in rebuts other people. She frightens to fight back because something might happen to her, whether she gets beaten or ignored by other people, it can be seen:

But she keep on. You got to fight. You got to fight.
But I don't know how to fight. All I know how to do is stay alive (p. 25).

In conclusion, according to Murphy's theory of characterization (1972), Celie's fearful characteristic is seen through Celie's, thought, speech and reaction to a situation. She always refuses what other people say to her. She cannot help herself to solve the situation but she cries. She does not want fight because she wants to stay alive.

4. Tough

Being a woman who lived in Celie's era meant that they will not get the same respect like men. Women like Celie are expected to obey men's orders. Celie is a physically and mentally tough woman. She is tough because she survives from from multiple abuses. In the powerlessness and the will to protect her sister from her stepfather, Celie has to make herself become victim of her father's abuse again. She is raped by her stepfather who later known as Alphonso. It happens repeatedly till she marries a widower called Mr. ____ or Albert.

Marrying Albert does not bring changes in Celies' life. She has to cook, cleans the house, and watches over Albert's kids. She also has to make love with her husband without feeling the pleasure of it. She has to work at their farm, a job which is supposed to be done by men. This happens because either Albert or Harpo think that men should not work, but for women, work is a must.

Although Celie works hard, she is still treated badly by her father and Mr.____ or Albert. Celie knows that she does not want to be treated like that. Nevertheless, she keeps doing what she has to do instead of fights against men. According to Murphy's theory, Celie's tough charcater is shown through her speech and her thoughts. This can be seen in the novel in which Celie writes that:

He beat me today cause he say I winked at a boy in church. I may have got somethin in my eye but I didn't wink. I don't even look at mens. That's the truth. I look at women, tho, cause I'm not scared of them (p. 13).

He pick up a rock and laid in my head open. The blood run all down tween my breasts. So, after I bandage my head best I can and cook dinner. They scream. They cuse me of murderer. But I don't cry. I lay there thinking about Nettie while he on top of me (p. 20).

Those quotation shows that Celie is a mentally tough woman. She is cussed of things which she has never done before. Instead of fight, she keeps the pain inside her heart. She never complains but tells God what is happening to her through her letters. This situation shows Celie as a tough woman.

Another evidence shows Celie is a tough person can be seen towards how she devoted herself to Albert and his family.

He got four children, instead of three, two boys and two girls. The girls hair ain't been comb since their mammy died. I tell him I'll just have to shave it off. He say bad luck to cut a woman hair. So after I bandage my head best I can and cook dinner----they have spring, not a well and a wood stove look like truck---- I start trying untangled hair. They only six and eight and they cry. They scream. They cuse me of murder (p. 20).

Mr.____ pick up a hoe and start to chop. He chop bout three chops and he don't chop again. He drop the hoe in the furrow, turn back on his heel, walk back to house, go git him a cool drink, of water, git his pipe, sit on the porch and stare. I follow cause I think he sick. Then he say, you better git on back to the field. Don't wait wait for me (p. 34).

Naw, I say. Mr. ____ can tell you, I don't like it all. What is it like? He git upon you, heist you nightgown round your waist, plunge in... just do his business, get off, go to sleep (p. 84).

These quotations show Celie as a physically tough woman. She does all household stuff. She does men's job and that makes her a physically tough woman. According to Murphy's theory of characterization (1972), Celie's tough characteristic is shown through character as seen by others, speech, thoughts and the conversation of others.

5. Affectionate

One of the most suitable words to describe Celie is affectionate. Affectionate is the ability to show feelings or liking of love ("Affectionate"). Celie has the ability to love without limitation. She is an affectionate and loving woman. It can be seen from how she treats other characters in the novel. First is her mother. Although their relationship was destroyed by her father, she still loves her mother. She feels sorry for her mother as she said that "Maybe cause mama cuss me think I kept mad at her. But I ain't. I felt sorry for mama. Trying to believe his story kilt her (p. 13). "

The second is her sister, Nettie. She tries to protect her sister Nettie from Pa's lust. "But I say I'll take care of you. with God Help" (p. 11). In any kind of situation, she still maintains her caring and loving attitude when she feels being loved by other people. Another evidence of Celie as a affectionate person can be seen through how she wants to protect her sister from her stepfather and when Albert wants to marry her. According to Murphy's theory, Celie's affectionate characteristic also can be seen from her thoughts as she writes in her diary:

It took him the whole spring, from march to June, to make up his mind to take me. All I thought about was Nettie. How she could come to me if I marry him and he be so love struck with her I could figure out a way for us to run away (p. 17).

Next is Shug Avery. Another fact of Celie is affection and loving woman can be seen from the relationship between her and Shug Avery. Celie believes that Shug have everything that Celie does not have, she is beautiful and independent. Celie takes care of Shug when society rejects her because of her illness. Although at the beginning Shug Avery rejects her, Celie's patience softens Shug's heart. They become friends, then. Celie always treats Shug well though Shug is always rude to her. When Shug leaves her for Germaine, Celie still understands and loves Shug though it brokes her heart. After a long dramatic life, Celie starts her new life again with Shug's companion. According to Murphy's theory of characterization, Celie's affectionate characteristic is shown through her reaction, her thoughts towards her life.

B. The Meaning of Celie's Love

In order to answer the second problem which deals with the meaning of Celie's love for Shug Avery, the researcher does some steps to lead the readers to the final answer. First of all, the researcher defines how Celie can fall in love with Shug Avery using Maslow's theory on human motivation (1943).

Adair (2006) states that motivation embodies the reasons of why an individual reacts negatively or positively. Huffman and Vernoy (2000) also emphasize that the motivation consists of needs, desires and also interest which encourages a particular behavior. Therefore, the researcher uses Maslow's theory

of motivation. By using this theory, the researcher will understand Celie's personality which can help the researcher go further to find the meaning of Celie's love.

In this study, there are two parts discussed to find the meaning of Celie's love; literal meaning and true meaning. In the literal meaning the researcher explains Celie's journey of love based on Freud theory of personality and theory of post traumatic stress disorder. While the true meaning explains the true meaning of Celie's love based on Maslow's theory of human motivation (1943).

1. The Literal Meaning of Celie's Love

In the literal meaning, the meaning of Celie's love can be seen explicitly in the novel. It can be understood by reading the novel since it is written in the novel. The researcher uses psychological approach by Freud (2009) to analyze Celie's love according to Celie's characteristics. It is found that Celie is a less-educated woman. She is an ugly woman according to other character's opinion. Moreover, Celie is a fearful woman. She never fights against men, especially for what men have done for her. She prefers to stay silent and keep survive. She is also a tough woman and an affectionate woman. Thus, the literal meaning of Celie's love is analyzed.

According to Freud (2009) there are three structures in human's personality which are the id, the ego and the superego. These three component parts of the mind resulted in human behavior. The id is the basic instinct that needs to be fulfilled by human without considering the reality. While the ego

helps a human fulfilled his or her needs through the reality and it operates according to the reality principle. The ego attempts to help the id to get what it desires by judging the difference between real and imaginary. In Celie's case, Celie's id has the desire to figure out how to escape from all abusive and bad experiences of life. It can be seen in page 17 in which Celie writes that

It took the whole spring, from March to June, to make up his mind to take me. All I thought about was Nettie. How she could come to me if I marry him and he be so love struck with her I could figure out a way for us to run away. Us both be hitting Nettie's schoolbooks pretty hard, cause us know we got to be smart to get away (p. 17).

The quotation above shows clearly that Celie wants to have a freedom life. However, she cannot fulfill it because her condition does not support her. Her superego tells her about the effects if she fights against her stepfather and there are things that she should be afraid of. She also wants to love and be loved by other people but she cannot fulfill it, except she only loves her sister, Nettie. Her instability of emotion makes her believe that she is a fearful as well as weak woman. Then, she keeps her desire and let her ego do nothing to fulfill it.

In this part, Celie's literal meaning of love relates to the feeling of traumatic and paranoia towards men. There are two reasons which caused Celie feels trauma. First, Celie's traumatic feeling is the result of being abused by her stepfather, Alphonso. In the beginning of the novel, Celie starts her story with the letter in which she asks God of what is happening to her. She writes about "I'm fourteen year old, I have been a good girl. Maybe you can give me a sign letting me know what is happening to me (p. 9). These lines explain of Celie's trauma at her young age. She cannot tell her traumatic feelings to anybody but God.

Celie has been raped by her stepfather since she was fourteen years old. She cannot tell anybody about what happened to her as her stepfather told her not to do so, even to her own mother. As a matter of fact, Celie is also afraid that her mother would get angry if she told the secret. Celie is threatened by her stepfather. Then he says “you better get used of it. But I never git used of it (p. 9).

Being raped by her stepfather causes Celie pregnant for her first child and makes her mother cuss at her “She cuss me at me. I’m big. I can’t move fast enough”(p. 10). Her mother asks about whose baby but Celie does not tell the truth. Instead, she tells her mother that the baby belongs to God. In this situation, Celie’s id knows that what happened to her is completely wrong but her ego does not allow her to take action. Celie is helpless at that time. She lives a life of abuse with mother who is sick, her sister Nettie, and her stepfather, Alphonso.

After Celie’s mother pass away, the sexual abused continues and it causes Celie pregnant for the second child. Celie also has been taken out of from school to look after the house. This house is the place where her father’s abuse of her continues and causes Celie gives birth to two children. Unfortunately, the babies are taken away from him after they born. It can be seen as Celie writes

Whew, I say. My daddy got six by my mama before she died, I say. He got four more by the wife he got now. I don’t mention the two he got by me (p. 48).

Celie is also being controlled by her stepfather as her stepfather believes that men have the main power over the family and women are the follower. As the result, Celie has bad perspective and thought towards men. She thinks that men are scary. It can be seen from the following quotations.

He beat me today cause he say I winked at a boy in church. I may have got somethin in my eye but I didn't wink. I don't even look at mens. That's the truth. I look at women, tho, cause I'm not scared of them (p. 13).

I tell him I can fix myself up for him. I duck into my room and come out wearing horsehair, feathers, and a pair of our new mammy high heels shoes. He beat me for dressing trampy but he do it to me anyway (p. 15).

In this situation, Celie is a very young girl and in that young age, it is normal for a girl looking at boys. Unfortunately, Pa never allows his children to look at men. This makes even clearer that Celie has been treated badly and it causes her hates men. Then, Celie is forced by her step father to marry a man named Mr.____ who at the end of the story known as Albert.

Second, Celie's trauma and paranoia toward men is the result of Celie's experiences of being abused by her husband. Soon after she lost her child, Celie is forced to married to Mr.____ who known as Albert. There is nothing different with being married Albert. In fact, the accumulation of Celie's fear is just begun when she commits to marry Albert who is also cruel to her. He employs such kind of verbally abused to Celie. It can be seen as Albert says "Clam up in the wagon. Set down. what you setting here laughing like a fool?" (p. 23). He also employs such kinds of violence to make Celie obeys to him. She is treated badly even worse because Albert never loves and cares about her.

In Albert's house, Celie is considered as a maid. Celie is forced to be there and obeyed what he says "He tell me. Iron this. Iron that. Look for this. Look for that. Find this. Find that" (p. 32). Albert thinks that wife must be hit in order to make them obey to their husband. It can be seen as Celie states that "He pick up a rock and laid my head opened. The blood run all down tween my breasts. (p. 20)".

Albert even emphasizes that “Wives is like children. You have to let ‘em know who got the upper hand. Nothing can do that better than a good sound beating” (p. 42). Although Celie works hard to Albert’s family, she still gets beaten without no reasons. It can be seen in page 30 as Celie states that

“He beat me like he beat children. Cept he don’t never hardly bet them. He say, Celie, git the belt. The children be outside the room peeking through the cracks. It all I can do not to cry. I make myself wood. I say to myself, Celie, you a tree. That’s how come I know trees fear man (p. 30).

Apparently, Albert applies his understanding towards Harpo. Celie writes “Harpo ast his daddy why he beat me. Mr.____ say, Cause she my wife” (p. 30). Although Celie works hard, Albert still beat her with no reasons. She say” sometime beat me anyhow, I say, whether I do what he say, or not” (p. 70).

In addition, Celie is also considered as Albert’s sexual object. When she married to Albert, she could not give voice to her new pain. She is physically and mentally abused by her husband. It can be seen from her letters to God, as it is written “Mr.____ clam on the top of me, do his business, in ten minutes us both sleep” (p. 72). In other words, Celie’s existence for Albert is just as an object to fulfill his sexual need. Celie even emphasizes the fact that she is Albert’s sexual object as seen in page 116. She says “He clam on the top of me and fuck and fuck, even when my head bandage” (p. 116).

Being raped and abused by men have left her traumatic experience. She feels paranoia and trauma of men. She prefers look at girl rather than men because she fears of men. As it has been explained in the previous paragraph, Celie has very bad experiences in dealing with men. She believes that men are the person

who supposed to protect, love, and gives them attention. In fact, Celie never gets protection, affection from men surround her.

Celie's fear and hatred of men play an essential role in constructing and forming her perspective and mindset toward them. She feels worse because of the physical abuse. This can be seen from how she expresses her feeling through her handwriting, as it is written:

It hurt me, you know, I say. I was just going fourteen. I never even thought bout men having nothing down there so big. It scare me just to see it. I start to cry too. I cry and cry and cry. Seem like it all comeback to me lying there in Shug arms. How it hurt and how much I was surprised. How it stung while I finish trimming his hair. How the blood drip down my leg and mess up my stocking (pp. 115-116).

The quotations above indicate how cruel and abusive men are toward Celie. She even emphasizes "that's the truth" (p. 45) which means that her fear of men is true and real that she does not want to look at men anymore. As the result, Celie always keeps her thoughts of how bad men are.

Moreover, Celie's perspective toward men is they do not have any good side whether it is the personality or attitude. It obviously indicates how she hates men so much. In this situation Celie re-experiences the physical and sexual abused by men and it causes her does not like men. Scott (2001) states that domestic violence, physical and sexual assault are factors that lead someone become trauma. If someone re-experiences it, it causes the person not feel better or even worse.

Celie does not like men at all. She says "men look like frogs to me" (p. 80), "No matter how you kiss 'em, as far as I'm concern, frogs is what they stay. I

see, he say” (p. 119). Even when she knows that “When I found out I thought God was a man, I lost interest” (p. 197). She also thinks that men are troublemaker. It can be seen as Celie writes that “Well, you know wherever there’s a man, there is trouble” (p. 207).

Celie feels trauma for what men have done to her. Celie even states that she does not like men because all men she knows always hurt her, “I still don’t like frogs.” (p. 213). Celie thinks that “most times, mens look pretty much alike to me” (p. 23). Celie’s psyche is affected by her past experiences when she was often mistreated by men. Celie has desires to live a free life. She wants to escape from life situation which makes her suffer. However, she cannot fulfill her needs because of her condition does not support her. Her super ego tells Celie that what she’s experiencing is something which not right. It can be seen when Celie tells Sofia, Albert’s daughter in law, that “I say it because I’m jealous of you. I say it cause you do what I can’t. What that? She say. Fight. I say” (p. 47).

Considering Celie’s past experience, it is impossible for her to love men even for her own husband. For Celie, a relationship had nothing to do with love or passion, especially, neither Albert nor her stepfather, Alphonso does not love her. This can be seen for Celie states that “Most times I pretend I ain’t there. He never know the difference. Never ast me how I feel, nothing. Just do his business, get off, go to sleep. men are like frog to me” (p. 84).

In conclusion, Celie’s literal meaning of love is the feeling of traumatic and paranoia towards men. She fears of men which cause her does not want to know or have relationship with them. Having bad experiences with men makes

Celie choose women to be care of and to be loved. She does want to re-experience her past again. Still, though she knows that she is abused and treated badly by men, she never tells anyone but God. Celie believes that as long as she has God, she feels safe. Celie is brave enough to tell her feelings after she meets Shug Avery.

2. The True Meaning of Celie's Love

The true meaning of Celie's love is the meaning that can be seen implicitly in the novel. It can be understood through a deep understanding of the motivation of Celie's character. As the researcher analyze about love as seen in the main character, it is important to understand the meaning of love. Hauck (1983) states that love is a powerful feeling for persons, animals, or things that satisfy our deepest desires and needs (p. 16). Aside from understanding the meaning of love, knowing the motivation of the character is important. It helps readers understand what is the reason behind someone does something, which in the novel is about Celie's love to Shug Avery. In this true meaning, the researcher uses theory of motivation and theory of love to analyze the true meaning of Celie's love.

According to Maslow (1987) in his book *Motivation and Personality*, any behavior may be a channel through which flow various impulses. In other words, most behavior is overdetermined or multimotivated. For example, one may make love not only for pure sexual release, but also to convince oneself of one's masculinity, to make conquestion, to feel powerful, or to win more basic affection. It would be possible to analyze a single act of an individual and to see it

in his or her five basic needs which are physiological needs, safety needs, esteem needs, self-actualization needs (p. 55). In the novel, Celie's physiological needs are adequately met. Although Celie has gone through a lot of bad situation of life, she grows up healthily which proves that she has enough food to eat, water to drink, and oxygen to breath. She lives in a house where there is enough food for all family ever since she was fourteen. Celie also works on Albert's farm to fulfill their needs of food.

Further, Maslow (1987) states that if the physiological needs are relatively well gratified, there then emerges a new set of needs, which we may categorize roughly as the safety needs (security; stability; dependency; protection; freedom from fear, from anxiety and chaos; need for structure, order, law, limits; strength in the protector; and so on) (p. 39). Experiencing no obstruction in her physiological needs, Celie's safety needs become dominant. In this needs, Celie cannot fulfill her safety needs which is to feel secure and safe. Celie's life does not consist these things before she meet Shug Avery. She cannot avoid from her abusive stepfather and husband. All mistreatment done by her father makes Celie feels not safe and secure.

Regarding to the unhappy life, Celie needs somebody to express or to tell her feelings. At first, she expresses her feeling by writing letters to God and her sister Nettie. Then, she realizes that she needs someone to love and to be loved. Celie meets a black woman, who is Shug Avery, who shapes her life, helping her to grow and change from a scared young lady to a mature and brave woman.

In the novel, Celie viewed Shug on a photograph she found left behind by her husband. From the moment she saw the picture, she thought she was in heaven. She admires this beautiful woman dressed in furs and high heels that made her stand tall. When Celie viewed the photograph of Shug, she begins to gain desire to know her.

Celie hears about Shug Avery coming to her town. When she hears the news, Celie wants to watch Shug's concert for she has been wanted to see Shug in person. Even when she goes back home after watching the show, Celie feels really curious about Shug Avery. She always thinks about Shug. It can be seen from Celie's letter, as Celie writes that "And then I think bout Shug Avery (p. 20)." Celie also states that:

Lord, I wants to go so bad. Not to dance. Not to drink. Not to play card. Not even to hear Shug Avery sing. I just be thankful to lay eyes on her (p. 33).

This quotation shows that Celie's love to Shug Avery is just a form of escaping from what she has experienced in life. She wants to escape from the reality that she is treated badly. Whereas, Shug Avery is also a black woman but she looks like a free black woman. Celie escapes from the reality that she cannot be like Shug Avery. This becomes the reason why Celie always imagine and think about Shug Avery. When she saw Shug's picture, she wants to be like her. She even wants to dress like Shug. It can be seen when Kate (Albert's sister) and Celie goes to store to buy clothes. Celie imagines kinds of color Shug Avery would like as she writes "I think what color Shug Avery would wear. She like a queen to me so I say to Kate, something purple maybe little red in it too" (p. 28).

Celie has been interested with Shug Avery from the moment she sees Shug's picture. She wants to know everything about Shug Avery.

I got million question to asked. What she wear? Is she still the same old shug, like in my picture? How her hair is? What kind lipstick? Wig? She stout? She skinny? She sound well? tired? Sick? Where you all children at while she singing all over the place? Do she miss 'em? Questions be running back and forth through my mind. Feel like snakes. I pray for strength, bite the insides of my jaws (p. 32).

This quotation shows that Celie's love to Shug Avery is another escaping from the reality of Celie's life. She is tired of thinking about what happened in her life and being treated badly by men. Instead, she thinks about Shug Avery and it makes her happy as well as busy and forgets about what men have done to her.

Shug Avery is sick and Albert takes her to his house. Since the person who is brought by Albert is Shug, Celie has no problem with it. In fact, Celie feels happy that she finally meets someone whom she has been wanted to meet in person. Celie is very happy as she states that

I think my heart gon fly out my mouth when I see one of her foots come pocking out. Celie, he say. This here Shug Avery. Old friend of the family (p. 52).

Apparently, Celie focuses on seeing Shug for the first time. For Celie, Shug may be ill, but she still seems to be a beautiful creature. As one of Celie's characteristic is an affectionate woman, Celie treats Shug with full of affection as she states that "I wash her body, it feel like I'm praying. My hands tremble and my breath short" (p. 56).

I wash and comb out her hair. She got the nottiest, shortest, kinkiest hair I ever saw, and I loves every stand of it (p. 60).

I don't move at once, cause I can't. I need to see her eyes. I feel like once I see her eyes my feets can let go the spot where they stuck (p. 52).

So stylish it like the trees all round the house draw themselves up tall for a better look (p. 76).

Having the opportunity to take care of Shug in her home is the most exciting thing to Celie. Celie cannot wait until her husband brings Shug into their house. The first thing Shug says to Celie when she arrives all dressed up with her red matching purse and high heels is, "*You sure is ugly*" (p. 53). At this point, Celie's thoughts of Shug do not change; that statement goes through one ear and out the other.

Although Shug is rude toward Celie, she gives Celie the feeling of safety when she moved to Albert's house. Shug's coming into the house creates such huge comforts and pleasure for Celie. She convinces that Celie would be safe whenever she is around. It can be seen from Shug's words says to Celie "I won't leave, she say, until I know Albert won't even think about beating you" (p. 82). Shug uses her power to safe Celie from Albert's brutality of beating Celie. She always comforts Celie by asking Albert not to beat Celie anymore, which in the novel, it is stated "He ain't beat me since you made him quit, I say" (p. 114). Celie feels safe because of Shug makes Albert stop beating her. She feels comfortable around Shug. Shug's affection gives such great comfort, secure, happiness and peace for Celie. It is the protection that Celie never had before.

As it has been stated in the previous paragraph, Shug gives Celie the feeling of comfort and safety. This feeling can also be seen from the way Celie tells Shug about her personal matters. Celie is asked by Shug whether she has kids or not. Celie answers it honestly because the fact that she never tells anyone.

She say, You ever have any kids? I say, Yes ma'am.

She say, How many and don't you yes ma'm me, I ain't that old.

I say, two.

She ast me Where they is?

I say, I don't know (pp. 56-57).

Whew, I say. My daddy got six by my mama before she die, I say. He got four more by the wife he got now. I don't mention the two he got by me (p. 48).

Thus, the feeling of comfort and safety continues the desire to live together. Celie even offers to accompany Shug while she is singing. However, Shug refuses to bring her. She allows Celie to come with her not to become a slave, but to be her friend. It can be seen from page 213 where Celie feels that she is treated right.

Let me go with you, I say. I can press your clothes, do your hair. Besides, she say, you not my maid. I didn't bring you to Memphis to be that. I brought you here to love you and help you get on your feet (p. 213).

This statement encourages Celie's love to grow more. Maslow (1987) states that if both the physiological and the safety needs are fairly well gratified, there will emerge the love and affection and belongingness needs (p. 43). Celie married to Albert but she does not love him. She says "Mr. ___ marry me to take care of his children. I marry him because my daddy made me. I don't love Mr. ___ and he don't love" (p. 70). This statement shows that there is no love in Celie and Mr. ___ or Albert's marriage relationship. Instead, Celie finds out that she is being love by Shug Avery.

Another fact shows Celie's comfortable feeling with Shug can be seen as Celie treats Shug like her own mother.

I work on her like she a doll or like she Olivia? Or she like mama. I comb and pat, comb and pat. First she say, hurry up and git finish. Then she melt down a little and lean back against my knees. That feel just right, she say.

That feel like mama used to do. Or maybe not mama. Maybe grandma. She reach for another cigarette. Start hum a little tune (p. 198).

This quotation shows that Shug is more than just a friend for Celie but also a mother.

Celie loves Shug as one human being loves another person and so does Shug. She even emphasizes that “it is hard not to love Shug, I say. She know how to love somebody back” (p. 280). The fact that Albert gives Celie the responsibility to take care of Shug, it is no chore for Celie. Instead, it is a source of pleasure and excitement as well as Celie’s love grows. Although Shug’s behavior towards Celie is rude and mean, Celie cares for her with devotion. Celie serves her with love and admiration, for that Shug sings a song entitled “Miss Celie song.”

Shug saying Celie. Miss Celie. And I look up where she at. She say my name again. She say, this song I’m bout to sing is call Miss Celie’s song. Caused she scratched it out of my head when I was sick (p. 80).

Celie’s love grows bigger since this is “the first time somebody made something and names it after me (p. 80). Celie’s heart immediately begins to cramp for this is the first time somebody repays her attention. In other words, Celie’s heart begins to come to life again. No one has ever done anything very special for Celie since a long time. It is the time when Celie finally reach her belonging and love needs. This need consists of being accepted and being given and recieved attention.

Celie has strong love for Shug. Even though Shug rude and betrays her with Grady (one of Shug’s band members), Celie still loves Shug. This situation continues till Shug confesses her mistake of not paying attention to Celie. After

long dramatic romance with Shug, Celie starts to gain her self confidence. She confesses about how she loves Shug.

My heart hurt so much I can't believe it. How can it keep beating, feeling like this? But I'm a woman. I love you, I say. Whatever happen, whatever felling like this, whatever you do, I love you (p. 249).

Celie portraits of how close they are to each other. Celie shows the intimacy and passion in herself. Celie feels more comfortable being around Shug, since her interactions with men had never been pleasant. Moreover, whenever Celie gets upset, Shug is always ready to calm her down. It can be seen when Celie cry, Shug says "Don't cry, Celie, Shug say. Don't Cry. She start kissing the water as it come down side my face" (p. 127). Shug gives Celie the place to be accepted and to express her feelings.

Celie has gained love for Shug because of Shug's affection and attitude toward Celie. She has never encountered anything like this before. Moreover, with Shug staying with Celie for so long and receiving all of her care, a change begins to unfold within their relationship. They begin to develop a friendship. Shug teaches Celie about importance of life and how to enjoy it. Most of all she teaches Celie how to love especially to love herself. Through Shug, Celie learns that love is not about sexual only, but how to love and to be loved by other people.

Moreover, Maslow (1987) adds that people have needed a desire to be stabled, firmly based, usually high evaluation of themselves for self-respects or self-esteem. These needs are divided into two parts. First is the desire for strength, achievement, confidence to face the world and independence and freedom (p. 45). In Celie's case, when Shug returned from her road trip, she tells Celie she has a

surprise for her. The surprise is that Shug has married to a guy named Grady. Celie begins to feel a sense of pain and hurt that Shug has fallen in love with someone else. She is jealous of Shug's new relationship with her husband. She does not like anything about him, not even his teeth. Celie feels she is the only one for Shug and that Mr. Grady is using her for her money. In this situation, it is clear that Celie already finds her self-esteem shows by her feeling that she deserves to be loved. She deserves to get attention from people around her.

Celie's love to Shug had grown tremendously because Shug has taught Celie so much in the blink of an eye and Celie does not realize it. Shug entrance to Celie's life opens Celie's mind. She has relied on the relationship so much for comfort, security, sexual desires and friendship; she feels if she went away she would fall apart and not be able to stand up for herself. The change means growth, and growth can be painful. Love has turned Celie's life around and gives her a new beginning. She has finally realized then becomes an independent woman who can stand for herself and her believes.

Celie moves to Memphis with Shug Avery. When Celie is in Memphis, she is taught by Shug about life lesson. She begins her new life with Shug Avery. Shug helps Celie to run her own line clothing. She lives a better life and stands for her own self. Love brings her the joy of life. It can be seen at the very last of Celie's handwriting, she writes that "Dear God. Dear Stars, dear trees, dear sky, dear people. Dear everything. Dear God (p. 283).

It is clear that Celie's love gives her strong power, a positive energy that changes the way she lives. Her love actually can fulfill all her need which is safety

needs as well as love and belonging needs. Love is a strong weapon and Celie believes it. This love can be considered as a motivation that drives Celie to pursue what she deserves. According to Lee (1973), Celie's love is categorized as storage and eros loves. Their relationship starts with storage in which both of them become friends. The storage related to a relationship which starts from friendship. Then, their love turns into eros love in which Shug tells Celie about beauty, sexual attraction. The eros love is related with intimacy, passion, commitment and relationship satisfaction.

In conclusion, the true meaning of Celie's love is started with the feeling of comfortable and being loved by Shug. Celie accepts herself as a human being who has a lot of potential. Maslow (1987) states that satisfaction of the self-esteem need leads to the feelings of self confidence, worth, strength, capability, and adequacy, of being useful and necessary in the world (p. 45). Love changed Celie's life. Celie become a brave woman who is not fear of men anymore. Love makes Celie becomes who she wants and what she wants.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts. The first is conclusion. In this part, the researcher concludes the analysis of two formulated problems. The second is implication. In this part, there are implications to education. The last section is suggestion. In this part, the researcher suggests some topics for the future research related to the novel.

A. Conclusions

The conclusion part deals with the analysis in chapter IV. Having analyzed Alice Walker's *The Color Purple* with the emphasis on the meaning of Celie's love to Shug Avery, the researcher concludes that there are two findings and conclusions that can be drawn from the two problem formulations.

The first finding is how Celie is described in Alice Walker's *The Color Purple*. In the novel, Celie is categorized as a round character. It is because Celie's characteristics cannot be described in a single sentence. Celie is described as a less-educated, ugly, fearful, tough, and affectionate woman.

The second finding is the meaning of Celie's love as seen in Celie. In this study, the researcher explains the literal and the true meaning of Celie's love to Shug Avery. The literal meaning of Celie's love is the feeling of paranoia and traumatic as the result of her abusive stepfather and husband. Celie had gone through lots of suffer in her life. It started when she was sexually and physically

abused by men. It happens repeatedly when she marry to Albert and causes her losing of trust to men. She even does not want to look at men anymore. Celie does not want to love men although she forgives because of what men have done for her. Celie is repeatedly abused by her father. She has two children as the result of her father's abused. She, then, married to Albert who is also abuse her.

The true meaning of Celie's love can be seen through Celie's motivation which works based on her needs. Celie has difficulties in fulfilling her safety needs and belonging and love needs. There are two findings which are related to the true meaning of Celie's love. First, Celie's love to Shug Avery is a form of escaping from her past experiences, especially from men. As it has been explained in the literal meaning, Celie feels traumatic toward men because of what men have done for her. She never gets her safety need and loved by men when she is with her stepfather and her husband, Albert. Regarding to Celie's situation of not being loved by men, Shug Avery enters Celie's life. She is the only person who loves and cares about Celie other than Nettie (Celie's sister). Shug puts herself as a good listener to all of Celie's bad experiences in life.

Second, Celie's love to Shug is caused by the feeling of comfort and being loved by Shug Avery. Shug treats Celie right and fulfills all her needs which have never been done by men. Celie has never been treated right before she meets Shug Avery. Celie feels comfortable and safe anytime she is closed to Shug Avery. Shug gives what Celie has never encountered before which is love and courage. She encourages Celie to love herself. In other words, the true meaning of Celie's love shows the comfortable feeling with Shug Avery.

B. Implications

Literature is one of the theme subjects in English Language Education Study Program. As a future English teacher, it is important for English teacher to have references on literary work. It will help future teacher to add this novel as one of teaching resources in teaching literature. This study can be used as a reading material. It will help students to improve their knowledge of literature itself. It also helps students to improve their reading comprehension and enhance their vocabularies. This study can be used in Prose. It helps students to understand intrinsic and extrinsic elements of a literary work, especially novel.

Besides, asking the students to read the novels, teaching literature can be done through movie. Since the novel also has the form of movie, students can watch *The Color Purple* movie. By watching the film, students will understand the story deeply for some of students may have difficulties in understanding the structure of the novel. The film will strengthen students' comprehension about the story. Students can also watch the movie based on the novel too.

Despite all of the suggestions above, through this novel, students can learn lots of moral value. They can learn on how Celie and other characters in the novel struggle to maintain their love. For students, the true love also can be a subject that must be learned in English Language Education Study Program. It means that students must love what they are doing in PBI and struggle to achieve *Sarjana Pendidikan* degree.

C. Suggestions

The suggestion consists of two parts. The first suggestion is for future researchers. This study only focuses on the meaning of Celie's love and her characteristics. There are several parts which have not been discussed. The researcher suggests to the future researcher to find the true meaning of Shug's love to Celie. Another suggested topic is the future researcher can also find the reasons of why Celie uses spoken language to her diary.

The next suggestion is for the readers. This study discusses love between two women who loves each other. The lesson is we need to understand that love is a universal feeling. People can fall in love with or without the same sex type. It is their choice. The point is there must be a reason why someone chooses to love a person who has the same sex type. Either the person is naturally born as a person who likes the same sex-type or it happens because of a persons' past experience like Celie.

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Appendix 1

Summary of *The Color Purple*

Celie is abused and raped by her Pa, who takes away Celie's children after they're born. Eventually, Pa marries Celie off to a man who is just as abusive as Pa. Celie's new husband, Mr. __, simply marries Celie to take care of his four children, look after of his house, and work in his fields.

Celie is somewhat happy to marry Mr. __ because she can now remove her younger sister, Nettie, from Pa's household. However, after Nettie lives in Mr. __'s household for a time without encouraging his sexual advances, Mr. __ kicks Nettie out. Though Nettie promises to write to her sister, Celie doesn't hear from her. Celie's life gets worse and worse, as she's now separated from the only person in the world whom she loves and who loves her back.

Celie's life changes when Mr. __ brings his deathly ill mistress home for Celie to nurse back to health. Mr. __'s mistress, Shug, is everything that Celie isn't: sexy, sassy, and independent. Celie quickly falls in love with Shug, and Shug falls in love back. For the first time in Celie's life, she has a chance to enjoy sex, romance, and friendship.

Together with Shug, Celie discovers the mystery of Nettie's silence for so many decades: Mr. __ has been hiding all of Nettie's letters in his locked trunk. When Celie finds her sister's letters, it unlocks a new world for her. Instead of being submissive and downtrodden, she realizes the full extent of the abuses she

has suffered from Mr. _____. This knowledge gives her the strength to leave him. Celie heads off to Memphis with Shug to start a new life.

Nettie's letters transform the way Celie sees the world. From Nettie, Celie learns that Pa isn't actually her biological father. Celie also learns that Nettie is living with the Reverend Samuel and his family, working as a missionary in Africa. The Reverend Samuel had also adopted Celie's two children from Pa many years back. Nettie, Samuel, and the children plan to return from Africa soon.

Celie hears that Pa has died. She also finds out that the house that Pa lived in actually has belonged to Celie and Nettie since their mother passed away. So now Celie owns a home, which she prepares for Nettie's arrival. Now an independent woman, Celie remains close friends with Shug, although Shug is not faithful or constant in their romantic relationship. Celie also gains a new friend. After she left Mr. ___, he became a changed man. He's reformed and is now a pretty decent guy. Although Celie isn't remotely romantically interested in him, they now enjoy each other's company.

After several decades abroad in Africa, Nettie returns with Samuel, who is now her husband, and with Celie's two children. The sisters have a blissful reunion, and although they're now old women, we get the sense that they've just begun the best years of their lives.

Adapted from:

<http://www.shmoop.com/color-purple/summary.html>

Appendix 2

Biography of Alice Walker



Alice Walker was born on February 9, 1944 in Putnam County, Georgia. She is an accomplished American poet, novelist, and activist. Walker was the eighth and youngest child of Minnie Tallulah Grant Walker and Willie Lee Walker. Her father was a poor sharecropper who once remarked that Alice was "wonderful at math but a terrible farmer." In the summer of 1952, Walker was blinded in her right eye by a BB gun pellet while playing with her brother. Alice grew up in an environment rife with racism and poverty, which, along with her passion for gender issues, remains a large part of her narratives.

To help send her to college, Walker's mother worked eleven-hour days as a maid for a meager seventeen dollars a week. (White) Walker flourished in an academic environment. After two years at Spelman College, she received a scholarship to Sarah Lawrence College in New York. She became one of a chosen few young black students to attend the prestigious school. Walker was involved with many civil rights demonstrations, and in 1962 she was invited to the home of Dr. Martin Luther King Jr.

After graduating in 1965, Walker became a social worker and teacher, while remaining heavily invested and involved in the Civil Rights Movement. As a writer in residence at Jackson State College and Tougaloo College, she taught poetry while working on her own poetry and fiction. She contributed to groundbreaking feminist *Ms.* magazine in the late 60s, writing a piece about the unappreciated work of African-American author Zora Neale Hurston. Her first novel, *The Third Life of Grange Copeland* was published in 1970. *Meridian*, Walker's second novel was published six years later.

She wrote the critically acclaimed novel *The Color Purple* (1982) for which she won the National Book Award and the Pulitzer Prize for Fiction. The novel was adapted into an acclaimed film directed by Steven Spielberg in 1985, starring Whoopi Goldberg as protagonist Celie Harris. The novel and film trace Celie's life in the early 20th century American south, and her struggles with poverty, racism, sexism and violence, and the female friendship that empowers her.

Walker's work, including *Everyday Use*, can be found in many popular anthologies of American fiction and poetry. She continues to be a prominent social and political activist.

Adapted from:

<http://www.gradesaver.com/author/alice-walker>

Appendix 3

Reflections

Celie is a young-black girl who lived in a rural area, Georgia. She lives with her sister, stepfather and her mother who died because of some health issues. After her mother dies, Celie is physically and mentally abused by her stepfather but she cannot fight. It happens repeatedly. Then, Celie marry a widower whom she called Mr. __ or Albert. Albert has three children. Celie has to take care of his children where she was accused of the murder of Albert's wife. She never speaks out what she feels inside and never tells to anybody till she meets Shug Avery. Staying in Albet's house leads Celie meet Shug Avery, a blues singer who is Albert's mistress. Shug Avery gives what Celie's really need in her life which is affection and safety. Celie's life changes after she meets Shug Avery.

Celie's story of live enables the researcher to take some good points of the novel to be reflected. First is to develop the courage in expressing our feeling. It is important as a future teacher to encourage the students to speak their thoughts, same as what Shug has done for Celie. A teacher holds an important role for student's development. It is important to know and understand student's needs and help them to fulfill it, like what Shug does for Celie. The second part is to love people surround us. As a human being, it is important for each people to realize that his/her not live alone. As a future teacher, it is important to teach students to love and to care their friends surround his/her.