PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

A STUDY OF PETER LANE’S CONFLICTS
AS SEEN IN FRANCIS CARDINAL SPELLMAN’S

THE FOUNDLING

A SARJANA PENDIDIKAN THESIS

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

By
Hubertus Hari Listyanto
Student Number: 051214034

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2011
A Study of Peter Lane's Conflicts
As seen in Francis Cardinal Spellman's
The Foundling

By
Hubertus Hari Listyanto
Student Number: 051214034

Approved by
Advisor
V. Triprihatmini, S.Pd., M.Hum., M.A.

Date
21 November 2011
A Thesis on

A STUDY OF PETER LANE’S CONFLICTS
AS SEEN IN FRANCIS CARDINAL SPELLMAN’S

THE FOUNDLING

By
Hubertus Hari Listyanto
Student Number: 051214034

Defended before the Board of Examiners
On 5 December 2011
and Declared Acceptable

Board of Examiners

Chairperson : C. Tuyandari, S.Pd., M.Pd.
Secretary : Made Frida Yulia, S.Pd., M.Pd.
Member : V. Triprihartinin, S.Pd., M.Hum., M.A.
Member : Henny Herawati, S.Pd., M.Hum.
Member : Ch. Kristiyani, S.Pd., M.Pd.

Yogyakarta, 5 December 2011
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,
Rohandi, Ph.D.
STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, 5 December 2011
The Writer

Hubertus Hari Listyanto
051214034
Trust in the Lord with all your heart, and lean not on your own understanding; in all your ways acknowledge Him, and He shall direct your paths. Do not be wise in your own eyes; fear the Lord and depart from evil.

It will be health to your flesh, and strength to your bones.

Proverbs 3:5-8

This thesis is devoted to my parents and those who love me.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:
Nama : Hubertus Hari Listyanto
Nomor Mahasiswa : 051214034

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

A STUDY OF PETER LANE’S CONFLICTS AS SEEN IN FRANCIS CARDINAL SPELLMAN’S THE FOUNDLING

Beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalty kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Yogyakarta, 5 Desember 2011
Yang menyatakan

[Signature]

Hubertus Hari Listyanto
051214034
ABSTRACT

Listyanto, Hubertus Hari. 2011. *A Study of Peter Lane’s Conflicts as Seen in Francis Cardinal Spellman’s The Foundling*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study is concerned with conflicts faced by the main character in Francis Cardinal Spellman novel entitled *The Foundling*. This novel contains many meaningful lessons of life specially those dealing with conflicts. As such this study intends to discuss the conflicts faced by Peter Lane and the resolutions of the conflicts.

There are three problems posted in this study: (1) How is Peter Lane described in Francis Cardinal Spellman’s *The Foundling*? (2) What are the conflicts faced by Peter Lane? (3) What are the resolutions of the conflicts?

This study employs psychological approach in order to analyze Peter Lane’s characteristics and conflicts. There are two main sources of this study. The primary source is a novel entitled *The Foundling* written by Francis Cardinal Spellman. The secondary sources are some books and the internet sources related to characterization and conflicts. This study uses theory of character and characterization and theory of conflicts to answer those problems.

After analyzing the novel, there are three points that can be concluded. First, Peter Lane is described as a person who has many personalities. He is high-spirited, curious, friendly, musical, patient, trustworthy, kind-hearted, comforting, grateful, responsible, confident, flexible, thoughtful, worried, stressed-out, and religious. Second, there are two kinds of conflicts faced by Peter Lane, they are internal and external conflicts. The conflicts are between Peter Lane and his own plan, his blind and lonely feeling after survived in war, school regulations, adoption rule, and his friend. Third, there are some resolutions for Peter Lane’s conflicts which were shown by Peter Lane’s reactions toward the conflicts. He resolves his conflicts in various ways, they are choosing not to give up, receiving his condition, following the rule, and fighting.

This study is expected to add some information for the future researchers who want to analyze the same novel or topic. Besides, this study is suggested for English teacher. This novel is proposed for the implementation of literary works in teaching learning activity, as an alternative material to teach English speaking class in senior high school.

Keywords: character, characterization, conflict, resolution, and psychological approach.
ABSTRAK


Studi ini menganalisa konflik-konflik yang dihadapi oleh karakter utama dalam novel *The Foundling* karya Francis Cardinal Spellman. Novel ini mempunyai banyak pelajaran hidup yang berarti, terutama yang berhubungan dengan konflik. Untuk itu, studi ini bermaksud untuk membicarakan tentang beberapa konflik dari Peter Lane dan juga penyelesaian dari konflik-konflik tersebut.

Ada tiga pokok bahasan yang dibahas dalam studi ini: (1) Bagaimana Peter Lane dideskripsikan dalam *The Foundling* karya Francis Cardinal Spellman? (2) Apa saja konflik-konflik yang dihadapi Peter Lane? (3) Apa saja penyelesaian dari konflik-konflik tersebut?


Setelah menganalisa novel tersebut, terdapat tiga hal yang bisa disimpulkan. Pertama, Peter Lane dideskripsikan sebagai seseorang yang mempunyai banyak sifat. Dia mempunyai semangat tinggi, ingin tahu, ramah, pecinta musik, sabar, dapat dipercaya, baik hati, pelega, berhati-hati, berani, suka berhenti, dan religius. Kedua, terdapat dua macam konflik yang dihadapi Peter Lane, yaitu internal dan eksternal konflik. Konflik tersebut terjadi antara Peter Lane dengan rencananya sendiri, buta dan kesepian setelah sekarang dari perang, peraturan sekolah, peraturan adopsi, dan telepon. Ketiga, terdapat beberapa penyelesaian bagi konflik-konflik yang dihadapi Peter Lane yang ditunjukkan dari reaksi Peter Lane. Dia menyelesaikan konflik-konfliknya dengan beberapa cara, yaitu memilih untuk tidak menyerah, menerima kondisinya, mengikuti aturan, dan berkelahi.


Kata kunci: karakter, pengkarakteristikkan, konflik, penyelesaian, dan pendekatan psikologi.
ACKNOWLEDGEMENTS

I would like to express my greatest gratefulness to my Lord Jesus Christ. His blessing and love are really precious in my life, more than anything. Without His help, I probably could not have finished my thesis. He is truly my inspiration when I was working on my thesis.

My much appreciation goes to V. Tripihatmini, S.Pd., M.Hum., M.A. as my advisor who has given me knowledge, correction, suggestion, feedback, and advice in my thesis. I am so grateful for all she has done to aid me in working on my thesis.

My gratefulness goes to all PBI lecturers and staff. They always facilitate me in my study in Sanata Dharma University. Therefore, they also have important role in my study.

My sincere gratefulness goes to my beloved parents P. Hariyanto and Y. Hari Pancawati who always support me, and my brother B. Hari Mahardika who never disturbs me when I was working on my thesis. I also give my deep gratefulness to Monika Tetri Hetmarapi Hayuningtyas who loves me, prays for me, and gives me motivation.

My special gratefulness goes to Pascalina Sukacita Alaman, Ahta Prayinda, and Daud Nathanael Bernhard Awuy who also have problems like me in working on thesis but still rejoice with me. I also give my special gratefulness to Tim Pelayan Persekutuan Doa Bukit Doa Yerusalem Baru Bintaran for their wise counsel in God to help me overcome my anxious feeling...
when I was working on my thesis.

I would like to express my appreciation to my former classmates Christina Ajeng Sekar, Adisty Dewi Wulandari, Leo Agung Christa Mahardika, Malkisedik Yahya, and all of my classmates that I cannot mention one by one for their kindness to be my friends. My appreciation also goes to all people who have helped me in accomplishing my thesis.

Hubertus Hari Listyanto
<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE ...........................................................................i</td>
</tr>
<tr>
<td>APPROVAL PAGES ......................................................................ii</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY ........................................iv</td>
</tr>
<tr>
<td>PAGE OF DEDICATION ..................................................................v</td>
</tr>
<tr>
<td>LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI .............................vi</td>
</tr>
<tr>
<td>ABSTRACT ....................................................................................vii</td>
</tr>
<tr>
<td>ABSTRAK .....................................................................................viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS ...................................................................ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS .................................................................xi</td>
</tr>
<tr>
<td>LIST OF APPENDICES ...............................................................xv</td>
</tr>
</tbody>
</table>

CHAPTER I. INTRODUCTION

A. Background of the Study ........................................................1
B. Problem Formulation ...............................................................3
C. Objectives of the Study ............................................................3
D. Benefits of the Study ...............................................................4
E. Definition of Terms .................................................................4

CHAPTER II. REVIEW OF RELATED LITERATURE

A. Review of Related Theories ......................................................6
CHAPTER III. METHODOLOGY

A. Object of the Study ......................................................18

B. Approach of the Study ................................................19

C. Method of the Study .....................................................20

CHAPTER IV. ANALYSIS

A. The Description of Peter Lane’s Personality ......................21

1. High-spirited .............................................................22

2. Curious .......................................................................23

3. Friendly .......................................................................24

4. Musical .......................................................................25

5. Patient ........................................................................28

6. Trustworthy ...............................................................29

7. Kind hearted ..............................................................30
8. Comforting ..................................................................31
9. Grateful ........................................................................34
10. Responsible ................................................................34
11. Confident ....................................................................36
12. Flexible ..........................................................................37
13. Thoughtful ....................................................................38
14. Worried .......................................................................40
15. Stressed out .................................................................41
16. Religious .....................................................................42

B. The Analysis of Peter Lane’s Conflicts .........................43
   1. Peter Lane’s Internal Conflicts ................................43
      a. Peter Lane versus His Own Plan .....................43
      b. Peter Lane versus His Blind and Lonely Feeling after He Survived in World War II ..........45
      c. Peter Lane versus School Regulations ..........46
      d. Peter Lane versus a Rule of Adoption ..........47

   2. Peter Lane’s External Conflict ...............................49

C. The Resolutions of Peter Lane’s Conflicts ......................50
   1. Resolution of Peter Lane’s Internal Conflicts ...........50
   2. Resolution of Peter Lane’s External Conflict ..........54
CHAPTER V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions of the Study ........................................................56

B. Suggestions .............................................................................58

1. Suggestions for Other Researchers .............................58

2. Suggestions for English Teachers ...............................58

REFERENCES ..........................................................................................60

APPENDICES ..............................................................................................62
LIST OF APPENDICES

Appendix 1 COVER AND SUMMARY OF THE FOUNDLING .......................62
Appendix 2 BIOGRAPHY OF FRANCIS CARDINAL SPELLMAN ..............65
Appendix 3 LESSON PLAN ................................................................................67
Appendix 4 LEARNING MATERIAL .................................................................70
CHAPTER I
INTRODUCTION

Chapter I, as an introduction chapter, consists of five parts. They are background of the study, problem formulation, objectives of the study, benefits of the study, and definition of terms. Background of the study covers the description of the topic and the reason why the topic is chosen and worth studying. Problem formulation presents the formulation of problem to be discussed or analyzed in the form of question. Objectives of the study states the objective of the study based on the order of the problem formulation. Benefits of the study identify the contribution of the conducted study for parties and for the development of knowledge. Definition of terms explains the specific, important or key terms mentioned in the title of the thesis and in the problem formulation.

A. Background of the Study

Literature has some intrinsic elements. They are plot, character, theme, setting, style, tone, symbol, and point of view. However, there is a groundwork of literature, a thing that necessary to have in every literature. One of the most basic elements of literature is called plot, “Without plot, we do not have a story” (Roberts and Jacobs, 87). The definition of plot itself is “a plan or groundwork for a story, based in conflicting human motivations, with the actions resulting from reliable and realistic human response” (Roberts and Jacobs, 87). From the definition of plot, there is one important element to make a good plot of literature. That element can draw attention of readers and make the readers curious about the
literature and it is called conflict. Conflict is very important for making a plot because if there is no conflict, there will be no plot to make. “The reason that conflict is the major ingredient in plot is that once two forces are in opposition, there may be doubt about the outcome” (Roberts and Jacobs, 88).

In reality, conflicts happen in daily human’s life. It can be conflict between human, human and nature, human and society, and conflict inside human’s mind. Conflict is automatically set in human’s life, whether he wants it or not. The same situation also happened in Peter Lane’s life. From his childhood until his adulthood, he always finds conflicts although he does not want them to happen.

Peter Lane’s conflicts are the main focus of analysis in this study. The reasons of choosing Peter Lane’s conflicts topic are because many of those conflicts also appear in human’s everyday life and it worth seeing how Peter Lane resolves his conflicts. This study will also analyze a unique conflict found in the novel; the conflict is about a conflict between main character, Peter Lane, and his situation of blind and lonely feeling, without any hope to see the world and his future with his love again from the result of World War II. Therefore, readers can learn many things from the Peter Lane’s conflicts to improve their knowledge about character in a novel.

This study analyzes *The Foundling* that is written by Francis Cardinal Spellman, who was a well known cardinal in New York in the past. The reason of using *The Foundling* as the object of the study is because the novel has a unique story, a story of a baby named Peter Lane that was founded by a veteran soldier of
World War I in Christmas Crib in a Great Cathedral. It also has good plot, conflicts, characterization and other elements of fiction. The plot is unpredictable because it is quite complicated to read. The characterization is good because the author gives much information about each character in the novel.

This study analyzes conflicts because conflicts always appear in daily human’s life. Conflicts could make doubts about making decision of some choices, it also makes someone forced to do something whether he likes it or not. Conflicts can make unpredictable story of human’s life.

B. Problem Formulation

Based on background of the study, there are three problems that will be discussed in this study:

1. How is Peter Lane described in Francis Cardinal Spellman’s *The Foundling*?
2. What are the conflicts faced by Peter Lane?
3. What are the resolutions of the conflicts?

C. Objectives of the Study

There are some objectives of this study. The first objective is to find out how Peter Lane is characterized in Francis Cardinal Spellman’s *The Foundling*. The second objective is to know the conflicts faced by Peter Lane. And the third objective is to find out the resolutions for Peter Lane’s conflicts.
D. Benefits of the Study

There are some benefits of this study. They are the benefits for educational institution, for students, and for readers. For educational institution, hopefully, this study can help any institution of education in their development in literature area, for example in their research of any novel or literary works.

For students of English Education Study Program and readers, this study is expected to help them understand Peter Lane’s conflicts in Francis Cardinal Spellman’s *The Foundling*. Then, hopefully they can take many positive things from this study to help them in their study and to gain more knowledge.

E. Definition of Terms

To avoid misunderstanding, some terms are used in this study:

1. Conflict

According to Roberts and Jacobs (87 – 88), conflict is defined as an opposition between two individual, between an individual and bigger forces, for example war, and between individual and himself, for example difficult choices in individual’s mind. In this study, conflict refers to the opposition between main character and some things that oppose him.

2. Personality

According to Horby (982), personality is defined as the variety aspects of a person’s character that merge to make them dissimilar from other people. In this study, personality refers to the variety aspects of a main character that combine to make him different from other characters.
3. Resolution

According to Roberts and Jacobs (90), resolution is defined as the set of actions that bring the story to a conclusion from the conflict. In this study, resolution refers to the set of actions that bring the story to a conclusion from the conflicts that main character faced in his life in the novel.
CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II consists of two parts. They are review of related theories and theoretical framework. The review of related theory presents the theories applied in conducting the study, only those which are directly relevant to the study are included. Then, theoretical framework explains the contribution of the theories in solving the problems; that is, why they are needed and how they are applied in the study. Those theories will be synthesized to make them operationally applicable to the problems.

A. Review of Related Theories

This section consists of some important theories and reviews that can be used for this study. Those important theories and reviews will help this study to answer the problem formulation that is stated in Chapter I.

1. Theory of Critical Approach

Literature is unique. It is full of kind of imitation of life. However, to understand and to study literature, people need something that can help them which is called critical approach. Rohrberger and Woods (3) said that a critical approach to literature is necessary for understanding of the nature, function, and positive values of literature so that people know the meaning of literature, the way to read and the way to judge it.
Critical approach consists of the formalist approach, the biographical approach, the sociocultural-historical approach, the mythopoeic approach, and the psychological approach (Rohrberger and Woods, 6 – 15). Formalist approach is an approach that “insist on the total integrity of the literary piece” (Rohrberger and Woods, 6). Biographical approach is an approach that “assert the necessity for an appreciation of the ideas and personality of the author to an understanding of the literary object” (Rohrberger and Woods, 8). Sociocultural-historical approach is an approach that defines civilization as the main reference for analyzing literature. Mythopoeic approach is an approach that “use the mythopoeic frame as reference to discover certain universally recurrent patterns of human thought to find expression in significant works of art” (Rohrberger and Woods, 11). Psychological approach is an approach that uses human personality and theories of psychology for analyzing literature.

This study uses psychological approach to analyze *The Foundling*. Psychological approach is necessary in this study because there are main character’s characteristic that has relation with psychology. It would analyze *The Foundling*, focusing on Peter Lane’s conflicts, from his childhood until adulthood. Then, this study will analyze resolution of the conflicts.

2. Theory of Character and Characterization

This study focuses on Peter Lane’s conflicts; therefore characteristics of Peter Lane are necessary to know how Peter resolves his conflicts as the main character. It is because character is essential for a story. Without character, there
will be no story to tell. Character is “an extended verbal representation of a human being, the inner self that determines thought, speech, and behavior” (Roberts and Jacobs, 119), “the persons presented in a dramatic or narrative work, who are interpreted by the reader as being endowed with moral, dispositional, and emotional qualities that are expressed in what they say – the dialogue – and by what they do – the action” (Abrams, 23), “a person (or personified or anthropomorphized animal, object, or deity) who acts, appears, or is referred to in a work” (Beaty, 604). Therefore, character in the novel can be drawn from real people in the real life and experience.

Based on Roberts and Jacobs (120 – 121), there are two types of characters. They are round characters and flat characters. Round characters are dynamic characters and usually act as the major characters in a novel that have many realistic traits and fully developed by the author (120 – 121). They are called protagonist. However, different from round characters, flat characters are static characters, they are not dynamic. It is because “they are not developed, and because they are not central to the plot they do not change or grow” (121). Usually, they act as minor characters. Moreover, based on Barnet, Burto, and Cain (228), flat character is a character that relatively simple and usually only has one trait; and round character is a character that embodies several or even many traits. It coheres to form a complex personality. “Flat characters were called ‘humours’ in the seventeenth century, and are sometimes called types, and sometimes caricatures” (Forster, 46 – 47).
Every character in the novel is different from other character because “characters have particular personalities and physical attributes that distinguish them from other characters” (Rohrberger and Woods, 20). There are some examples of personality: touchy, restless, aggressive, excitable, changeable, impulsive, optimistic, active, sociable, outgoing, talkative, responsive, easygoing, lively, carefree, leadership, calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, passive, quiet, unsociable, reserved, pessimistic, sober, rigid, anxious, moody (Santrock, 497). Usually, an author has his own way and process to create and disclose a character. It is called characterization. “Characterization, therefore, is central to the fictional experience” (Henkle, 86) and the reason why characterization is necessary in this study because “some characters are obviously much more special than others, and require much fuller descriptive characterization” (Brooks and Warren, 148).

Based on Rohrberger and Woods (20), there are two ways an author can characterize. They are direct means and dramatic means. Direct means mean “to describe physical appearance” (20), and dramatic means mean to place the character in situation to show what the character’s way to behave or speak (20). However, based on Roberts and Jacobs, there are four different ways to convey information about characters in fiction. They are what the characters themselves say (and think, if the author expresses their thoughts), what the characters do, what the other characters say about them, and what the author says about them (speaking as storyteller or observer).
Different from Rohrberger – Woods and Roberts – Jacobs, Murphy (161 – 173) stated that there are nine principals for an author to characterize a character. They are personal description, character as seen by another, speech, past life, conversation of others, reactions, direct comment, thoughts, and mannerism.

1) Personal description

It has a meaning that the author can describe a person’s appearance and clothes.

2) Character as seen by another

It means that the author can describe a character through the eyes and opinions of another character.

3) Speech

It means that the author can give an insight into the character of one of the persons in the book through what that person says.

4) Past life

It means that the author gives the reader a clue about a character’s past life that helped to shape a person’s character.

5) Conversation of others

It means that the author gives clues about person’s character through the conversations of other people and the things they say about him.

6) Reactions

It means that the author can give the reader a clue to a person’s character on how that person reacts to various situations and events.
7) Direct comment

It means that the author can describe or comment on a person’s character directly.

8) Thoughts

It means that the author can give the readers direct knowledge of what a character is thinking about.

9) Mannerisms

It means that the author can describe a character’s mannerisms, habits or idiosyncrasies which may also tell the readers something about the character.

This study will use the nine principals of characterization by Murphy. The nine principals of characterization will be used to understand the personalities of the main character, Peter Lane, in *The Foundling*.

3. Theory of Psychology

Theory of psychology is necessary for analyzing main character’s personality in novel besides theory of character and characterization. Theory of psychology is needed because character’s personality deals with human psychology. The meaning of psychology itself is the scientific study of anything a person or animal does, feels, thinks, or experiences (Huffman et al, 4).

For analyzing personality, Paul Costa and Robert McCrae (Huffman et al, 445 – 446) proposes five-factor theory as the most talked about modern trait theory. Five-factor theory is “trait theory that attempts to explain personality in
terms of a ‘Big Five’ model-openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism” (445).

1) Openness to experience

Person who has high openness to experience will be imaginative, curious, open to new ideas, and interest in cultural pursuits. However, person who has low openness to experience will be conventional, down-to-earth, narrower in their interests, and unartistic.

2) Conscientiousness

Responsible, self-disciplined, organized, and achieving at the high end are the things that high conscientious person has. Then, irresponsible, careless, impulsive, lazy, and undependable are what low conscientious person has.

3) Extroversion

Person who is sociable, outgoing, talkative, fun loving, and affectionate at the high end contrasts with high extroversion factor. And person who is tend to be withdrawn, quiet, passive, and reserved contrasts with low extroversion factor.

4) Agreeableness

High factor agreeableness person will be good-natured, warm, gentle, cooperative, trusting, and helpful. But low factor agreeableness person will be irritable, argumentative, ruthless, suspicious, uncooperative, and vindictive.

5) Neuroticism

Person who has high neuroticism factor is emotionally unstable and prone to insecurity, anxiety, guilt, worry, and moodiness. Person who has low
neuroticism factor is emotionally stable, calm, even-tempered, easygoing, and relaxed.

4. Theory of Conflict

The main focus of this study is the conflict faced by Peter Lane as the main character; therefore theory of conflict is necessary for analyzing the main character’s conflicts. It is because every human always has conflict in his life. Conflict is “the opposition of two people. Conflicts may also exist between larger groups of people. Conflict may also exist between individual and larger forces, such as natural objects, ideas, and the like” (Roberts and Jacobs, 87 – 88). Other meaning of conflict is “a complication that moves to a climax” (Barnet, Berman, and Burto, 35). Conflict also happens in human’s mind. It is called dilemma.

a. Types of Conflict

There are some types of conflict. Stanton (16) stated that there are two types of conflicts, named internal conflicts and external conflicts. Internal conflicts happen inside the character’s mind, between two desires within a character. External conflicts happen between characters or between a character and his environment.

However, different from Stanton, Worchel and Cooper (460 – 462) stated that the two types of conflict are intrapersonal conflict and interpersonal conflict. Intrapersonal conflict is a conflict that a character experiences when making a choice between two or more alternatives. There are also four kinds of conflict that
come from intrapersonal conflict, they are approach-approach, avoidance-avoidance, approach-avoidance, and double approach-avoidance. Approach-approach is a conflict that happens when a character is motivated to approach two positive goals but only can achieve one. Avoidance-avoidance is a conflict that occurs when a character must choose one from two equally goals that are unattractive. Approach-avoidance is a conflict that involves only one goal which has both attractive and unattractive qualities within. Double approach-avoidance is a conflict that appears from having to choose between two goals, and each goal has positive and negative aspects.

Interpersonal conflict is a conflict that exists between two or more characters. It can also exist between parties who agree on goals but disagree as to the best manner to achieve the goals.

b. Causes of Conflict

Conflict has many causes. The most common causes of conflict are data, interests, procedures, values, relationships, roles, and communication (Isenhart and Spangle, 14 – 15). Data means that people often have differences in any opinion about the best source, reliability, or interpretation of data. Interests mean that specific, tangible wants or perceived needs are the most common source of disagreement. Procedures mean parties may not engage in discussion if they do not agree with a way to solve a problem, make a decision, or resolve conflict. Values mean the hardest conflicts to resolve involve differences of opinion about the importance or priority of interests, options, or choices of direction.
Relationships mean people may resist cooperating if they do not trust others, do not feel respected by others, do not believe that the other person is honest, or do not feel listened to. Roles mean professional, community, or family roles that often create conflict because of expectations for the role of power imbalances created by the role. Communication means conflict frequently results from how something is said.

c. Resolution of Conflict

Every conflict has its resolution. However, it depends on people or a person who face the conflict on how to resolve it. According to Worchel and Cooper (461 – 462), there are some ways to resolve intrapersonal conflict. It will be divided into approach-approach, avoidance-avoidance, approach-avoidance, double approach-avoidance. Approach-approach is easy to resolve because it just needs to reach one goal that is closer than another goal. Avoidance-avoidance will be resolved if the negative goal can be avoided. Approach-avoidance is not easy to resolve because someone needs to obtain the goal, and then avoid it immediately. Double approach-avoidance is more complicated than the other three to resolve, because it depends on how close an individual to the goal, the amount of the goal, the kind of goal, and the attractiveness of the goal.

For the resolution of interpersonal conflict, Isenhart and Spangle (26 – 27) stated that there are five ways that are most common for people to resolve interpersonal conflict. They are avoiding, accommodation, compromising, competitive, and collaborative.
1) Avoiding

It means to avoid conflict. One party denies that there is a conflict, changes to another topic, and avoids further discussion that will make a bigger conflict.

2) Accommodation

It means to sacrifice one party’s interests and concerns to let others to achieve their interests.

3) Compromising

It means that each party settles for partial satisfaction of interests through concession by all parties.

4) Competitive

It means to use aggressive, self-focused, forcing, verbally assertive, and uncooperative behaviors that strive to satisfy one party’s interests at the expense of the interests of others.

5) Collaborative

It means active listening and issued-focused, emphatic communication that seeks to satisfy the interests and concerns of all parties.

B. Theoretical Framework

This study uses some theories to analyze the problems formulated in chapter I. For the first problem, this study will use the theory of character and characterization. These theories will be useful for understanding Peter Lane as the main character in the novel. This study will also use theory characterization from Murphy (161 – 173). There are nine ways of characterization: personal
description, character as seen by another, speech, past life, conversation of others, reactions, direct comment, thoughts, and mannerism. Besides Murphy’s theory, this study will also use Paul Costa and Robert McCrae’s five-factor theory. Five-factor theory is a psychology theory which says that there are five human traits; they are openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism. Five-factor theory will useful for understanding Peter Lane’s personality.

For the second and third problems, this study will use the theories of conflict. It will be divided into types of conflict and causes of conflict for second problem formulation, and resolution of conflict for third problem formulation. For the types of conflict, this study will use two sources. They are types of conflict by Stanton (16), named internal and external conflict, and types of conflict by Worchel and Cooper (460 – 462), named intrapersonal and interpersonal conflict. For the causes of conflict, this study will use a theory from Isenhart and Spangle (14 – 15). In this theory, there are seven causes of conflict: data, interests, procedures, values, relationships, roles, and communication. For the resolution of conflict, this study will use Worchel and Cooper (461 – 462) theory for intrapersonal conflict resolution: approach-approach, avoidance-avoidance, approach-avoidance, and double approach-avoidance; and Isenhart and Spangle (26 – 27) theory for interpersonal conflict resolution: avoiding, accommodation, compromising, competitive, and collaborative. Those theories will also be useful for internal and external conflict resolution.
CHAPTER III  
METHODOLOGY

Chapter three, methodology, consists of: object of the study, approach of the study, and method of the study. Object of the study describes the work to be studied along with its physical description and also mentions briefly what the work is generally about. Approach of the study presents the approach employed in the analysis, its description, and the reasons for its selection. Method of the study describes the data collected and the steps taken in analyzing the work, from reading up to reporting the findings.

A. Object of the Study

The object of this study is a novel by Francis Cardinal Spellman named *The Foundling*. The novel was published in 1956 by Pocket Books, Inc., United States. It is about fiction but related with history and experience from many American people about love, life and faith. The novel consists of 30 chapters in 275 pages. The characters in the novel are Peter Lane – the main character, Paul Taggart – the man who wants to adopt Peter, Sister Margaret Mary – a sister who gives a good treatment to Peter in the New York Foundling Hospital, William Snoggins Mulrooney – a sacristan of St. Rita’s Church, George (Chubby) Sands – Peter’s negro close friend. *The Foundling* is a novel that tells about love between human (parents – children, man – woman, and friendship) and between human and God. It is the story of Peter Lane, from his time when he was still a baby,
found in the Christmas Crib of St. Patrick’s Cathedral by Paul Taggart in 1918 until his mature age in 1945, when World War II happened. In this story, Francis Cardinal Spellman gives very clear situation that happens in the life of Peter Lane. The situation would include environment situation, feeling situation from Peter Lane (Peter Lane’s feeling), and mind situation from Peter Lane.

B. Approach of the Study

This study analyzes Peter Lane’s conflicts. Therefore, this study will use psychological approach. It is because conflict is a part of human psychology. According to Rohrberger and Woods (13 – 14), psychological approach uses theories of psychology to analyze the characters in the novel. The purpose is to find the pattern of human personality and behaviour. Character’s thought, personality and behaviour can be analyzed using psychological theories. In analyzing someone’s characters, this psychological approach helps this study to discover the personality through Peter Lane’s actions, behaviours, minds, thoughts, and appearance.

The conflict that each character in a story faces is different from other characters. The reason is each character has different personality, objective, priority, and belief. That conflict can happen within the character’s mind or between a character and another character or something. Because of that reason, psychological theories are needed to find out Peter Lane’s personalities in order to find the conflicts faced by Peter Lane in his live and how he resolves his conflicts.
C. Method of the Study

This study uses library research as its method. The primary source is Francis Cardinal Spellman’s *The Foundling*, and the other sources are theories related to this study. They are theory of psychology, theory of character and characterizations, and also theory of conflict.

There are some steps in conducting this study. First, reading the novel more than one time to have a good understanding about the story of *The Foundling*. Second, formulating problems to be analyzed in this study. In this part, the writer chooses some problems to be discussed in this study. Third, searching any sources that are related to this study. These sources are important in order to support the analysis of the study. The writer tries to find out the references that contains of character and characterization theories, conflicts and resolution theories, and psychological approach theories. Fourth, analyzing the novel based on the problem formulation. Fifth, drawing conclusions from the result of analyzing the novel.
CHAPTER IV
ANALYSIS

Chapter four presents analysis based on theories synthesized in the framework. There are three parts in this chapter. The first part discusses description of Peter Lane character. The second part discusses conflicts faced by Peter Lane. The last part explains resolutions of the conflicts.

A. The Description of Peter Lane’s Personality

The description of Peter Lane’s personality has important part in this analysis to understand Peter Lane’s character, his role in the story, and how he resolves his conflict. Furthermore, this part will answer the first problem stated in Chapter I, i.e. how Peter Lane is described in Francis Cardinal Spellman’s *The Foundling*.

Peter Lane, as human, has personality development. His personalities will not always remain the same from his childhood until his adulthood. This discussion of Peter Lane’s description will cover the development of Peter Lane when he is a child and when he is an adult. Then, based on Murphy’s theory of character, there are some ways to characterize Peter Lane as a character in a novel. From those ways of characterization, Peter Lane can be described as:
1. High-spirited

Based on Murphy’s theory (164), a personality of a person can be seen from what that person said, which is called speech. From Peter’s explanation or speech to Mr. Taggart about his job as a farmer, Peter shows his spirit as a farmer.

“These are my fields,” Peter told Mr. Taggart. “I worked these fields with Jim Randall and the farm boys. Down there to the left of water tower, see it, that was the potato patch.” (63)

When Peter says from his speech to Mr. Taggart “These are my fields.” and “I worked these fields with Jim Randall and the farm boys…”, Peter wants to show Mr. Taggart that he can have some fields that he works with other people and he really likes doing that. It means that Peter tells Mr. Taggart about his fields with high-spirited manner. Also, Murphy stated in his theory that a character of a person can be seen from author’s direct comment (170). The author said that Peter Lane, who has pride as a farmer when he was in the age of thirteen, could see that Mr. Taggart, a person who adored by him, did not have much interest in farming.

Mr. Taggart looked, but thirteen-year-old Peter, full of the fervor of a farmer, suspected that he did not quite appreciate the glory of a potato patch. (63)

The quotation of the author’s direct comment above shows that Peter Lane has a kind of high-spirited personality. The author gives the direct comment that Peter Lane is very enthusiastic as a farmer and he is very proud about that. He does his job with high-spirit, especially when he likes the job. He shows an enthusiasm to Paul Taggart when they talk about Peter’s job, which was a farmer
at that time. It shows that Peter Lane likes that job very much when he was thirteen years old.

Moreover, there are five basic personalities based on Paul Costa and Robert McCrae’s theory (Huffman et al, 445 – 446): openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism. Based on this theory, Peter Lane can be included as a character with high openness to experience. A character with high openness to experience will be imaginative, curious, open to new ideas, and interest in cultural pursuits. When Peter Lane is in his age of thirteen, he really likes to do farming, he always imagines when the time to harvest come, he also open to a new ideas of farming from Jim Randall.

2. Curious

Peter never knew about his past before, he does not know who his mother is, and where he originally comes from. Therefore, Peter would like to know even a little bit about his past from Paul Taggart because he was the first person who found Peter when he was a baby.

Peter kept looking at him. This was the closest he had ever come to the mystery of his past and he wanted Mr. Taggart to tell him more. Peter could not conceal the question any longer. “Mr. Taggart, who is my mother?” Paul looked gravely at the boy and seemed to be deliberating before he answered. “Peter, I don’t know who your mother is.” He snuffed out his cigarette and continued, “But I can tell you this about your mother. She must have been beautiful and good.”

“Yes, Peter. She was beautiful and good enough to put you into a Christmas crib.” (67)

Every person who has been left by his parents since he was a baby usually has a curiosity about his past, when and where he was born, who his mother and
father are, etc. “This was the closest he had ever come to the mystery of his past and he wanted Mr. Taggart to tell him more.” (66 – 67) which is categorized as author's direct comment based on Murphy’s theory (170), it shows that Peter Lane has curiosity about his past, he never knows who his parents are. And based on Murphy’s theory (164), the question Peter says to Mr. Taggart, which is “Mr. Taggart, who is my mother?” (67), is categorized as speech. Then, a curiosity to know about his past is another characteristic of Peter Lane that is showed in the author's direct comment and Peter’s speech. His curiosity is so high that even a little information about his past is really appreciated. It is because he does not know anything about his past and he has never seen his own mother and father with his own eyes since he was a baby. Then, based on Paul Costa and Robert McCrae’s theory (445 – 446), this curious personality of Peter Lane can be categorized as high openness to experience basic personality. Curious personality is one element of high openness to experience besides imaginative, open to new ideas, and interest in cultural pursuits.

3. Friendly

Even though Peter does not have parents, he rarely feels lonely because he can make many friends without difficulty. When he was thirteen years old, he already knew many people who lived in Mount Mary; therefore he could talk to them without hesitation. One of many people he knew was Theresa, a blind girl in Mount Mary.

“What are you going to do in the organ loft, Theresa?” he asked.
“Practise,” she answered.
He looked at her small, smiling face. “You play the organ, too, Theresa?” (69)
“Yes, Peter.” She wrinkled her nose. “I don’t play so well, yet. It takes hours of practise.”
“It must be hard when you can’t see the notes.”
“It is. If Sister Crescentia didn’t spend so much time with me, I’d never learn.”
“But how can you learn when you can’t see?”
“It’s my ear, and the feel of the board under my fingers.”
“You mean you play everything by memory?”
“Yes. I have to, Peter.” (69)

From Murphy’s theory of characters and personalities (170), Peter Lane’s personality can be seen from his speech in his conversation with Theresa above. Peter’s speech above shows that Peter Lane is a friendly person because he could have a friendly chat with Theresa, a blind girl that he has not met before. Peter starts his conversation by asking what Theresa would do with the organ loft even he does not know about Theresa well. Then, the conversations continue with Peter’s comments and questions about Theresa’s ability in playing organ. It is amazing to know that Theresa could play organ even though she is blind.

Then, based on Paul Costa and Robert McCrae’s psychology theory (445 – 446), friendly personality of Peter Lane can be categorized as high extroversion because being friendly is the same as sociable. Peter Lane is a social person because he can talk with Theresa as a friend eventhough it is the first time he meets her.

4. Musical

The thirteen year old Peter Lane can enjoy any music that in his point of view is beautiful and enjoyable. Peter really appreciates any music that can make him imagines any beautiful things.
“What are you playing, Theresa?” he asked suddenly.
“Nothing yet,” she answered. “I’m just feeling the organ.” For those twenty minutes during which she “felt” the organ, this blind girl played music that Peter had always wanted to hear. Peter’s spirit echoed to the mood of the music. At first it was somber. Then the organ brightened slowly. In the gathering darkness of the church the music glowed like so much sunlight coming back into the world. And Peter heard the crows and robins and bluebirds in it. Miraculously, and against the strictest rules of the school calendar, the birds were coming back again. They were sweeping about him in chattering clouds, telling him that summer was not done but endless. This blind girl with music — color flowing from her fingers painted the lovely picture for him. (70)

Based on Murphy’s theory (170), from the quotation above Peter Lane’s personality can be seen from direct comment of the author. In the direct comments above, the author wants to say that Peter Lane likes music so much that he could feel in his spirit. The author says that Peter can imagine sunlight coming back into the world, hear many beautiful birds in it, and as if the birds tell Peter that summer is still endless when he is hearing Theresa’s playing. It means that Peter can follow and understand the mood of the music and enjoy it. Peter Lane could also know that the music was very good and worth listening. Therefore, it can be concluded that Peter Lane has a personality as a musical person, which means that Peter is a person who has interest and ability in music. He really enjoys the music played by Theresa. It is said that the music is a music that Peter always wants to hear.

Another thing that shows Peter as a musical person is an ability as an organist expert learner. He can learn piano very fast and has the knowledge about the value of music. When someone discusses piano music and the composer of the
music, Peter can follow that discussion and answer with all of music knowledge that he has learnt from Mount Mary in a few years.

“Mmmmm . . . let’s see. You know the *Swan of Tuonela*?”

“Yes sir.”

“How would you describe it?”

“Mournful.”

“Certainly it’s mournful. But what else?”

“Well, Sibelius described his English horn as gliding over a black river. But I’ve always felt that the horn wasn’t gliding.”

“No?”

“No. It seems to be flying instead.”

“Flying?” Mr. Gerber was smiling.

“Flying, yes sir. Flying straight to death.”

“Why do you say that?”

“The horn was a bit high and it tumbles in a kind of flight, sir. However, I’ve never seen a swan fly.”

“I’ve never seen one fly either,” Mr. Gerber laughed. “But I know what you mean.”

“Sibelius also has a lot of water that cascades in the opening passages, and it’s not the black river he said it was.”

Mr. Gerber was still smiling. “In fact, I think it runs a bit like a waterfall.”

The narrow room rang with Mr. Gerber’s laughing. And then he made a most encouraging remark. “I think, perhaps, you might know how to write music, son.” (213 – 214)

Based on Murphy’s theory (164), Peter Lane’s personality can be seen from his speech from the conversation above. Peter Lane needs some critics from Mr. Gerber to know whether he is qualified to write music or not. At first, Mr. Gerber doubts that Peter has a qualification to write music, however after Mr. Gerber tests Peter with some questions and hears all Peter’s answers in the conversation above; he gives conclusion and remark that Peter might know how to write music. It is because Peter can understand the value of music very well; for example the value of *Swan of Tuonela* music from the quotation above.
Therefore, that is a proof that Peter Lane is an organist expert learner and it means that Peter Lane has a personality as musical person.

Moreover, based on Paul Costa and Robert McCrae’s psychology theory (445 – 446), this musical personality of Peter Lane can be included as high openness to experience basic personality. Peter Lane could enjoy a beautiful music and know its value when he hears the music; he also can be a good organist because he has learned about music. Therefore, it can be concluded that Peter Lane has openness to music experience.

5. Patient

Peter Lane is a patient character, he always hears what others want to say without interrupting when they are still in the middle of speech, and then he could give calm answer to the others.

Chubby pounded his way through monotonous schedules of scales. He lifted a weary head over the keyboard and sighed, “This is awful, Peter. When do we start playin’ for real on the organ?”

“W’e just got to be patient, Chub,” Peter answered. “W’e’ll be through in a little while.” (73)

Based on Murphy’s theory (164), Peter Lane’s personality can be seen from his speech in the quotation above. From Peter Lane’s speech in answering Chubby’s complaint about monotonous piano training, that they get to be patient because they would be through in a little while, could be concluded that Peter Lane has a patient personality. It is because Peter does not complain about the piano training like Chubby does and he just says to Chubby that they just need to be patient for a while in monotonous piano training.
Then, there is another reaction which shows that Peter Lane is a patient person.

Barbara leaned on the fence with her eyes buried in her handkerchief. “I spoiled last Sunday night for you.”
“What do you mean?”
“The piano.” She was wailing sincerely now. “The piano. I put spoons and forks inside the piano. I didn’t want you to play for Helen Spalding.”
“So that’s what was wrong with the piano?”
“Yes.” There was a long silence punctuated by more sniffles and sobs. “I couldn’t help it, Peter. I wanted you to . . . to . . .” But she never finished the sentence.
Instead, she turned away and cried even more loudly. “What’s the matter with you, Barbara?” She would not answer. “Stop crying like that. If people see you, they’ll blame me.” (141)

The text above gives another information about Peter Lane’s patient characteristic. Knowing that Barbara spoiled him in the last Sunday night, he does not express his angry in a harsh way and does not yell at Barbara. Based on Murphy’s theory (164), Peter’s speech for giving responses from his conversation with Barbara shows that Peter is a patient person. And in the end he just asks Barbara to stop crying instead of yell at her. Then, based on Paul Costa and Robert McCrae’s theory (445 – 446), Peter Lane’s personality as a patient person can be categorized as low neuroticism factor because Peter can still be calm and even tempered when he face a boring situation when he trains organ with Chubby and when he know that Barbara has spoiled him.

6. Trustworthy

Trustworthy person means a person that can be trusted by other person. When Peter Lane was fifteen years old, many of his friends trusted him. His being a trustworthy person can be seen in his conversation with his best friend, Chubby
Chubby tells Peter to read his letter from Noella Anderson, a Chubby’s relative. The letter contains Chubby’s secret information about a girl named Jean. After reading the letter, Peter asks Chubby who Jean is. Chubby answers that Jean is his sister. He never knows that he has a sister until two months ago and he is permitted by Mrs. Anderson to say anything about it. Based on Murphy’s theory (162), Peter Lane’s personality can be seen from what Chubby, as other character see about him. From Chubby’s opinion, Peter Lane is a trustworthy person. Chubby has a secret that is only known by himself and rarely let other people that he knew find out the secret. However, it is a different case for his best friend, Peter. Chubby considers Peter as his best friend and trustworthy person to know his secret. Chubby’s secret is about he has a sister, Jean, that he never knew before and he is permitted by Mrs. Anderson to tell somebody else anything about Jean. Then, based on Paul Costa and Robert McCrae’s five-factor theory (445 – 446), Peter Lane’s personality as trustworthy person can be categorized as high factor agreeableness. A person who has high factor agreeableness always good – natured, warm, gentle, cooperative, trusting, and helpful with other people.

7. Kind hearted

People like a person who has kind hearted personality because people see that a person who has that personality could help them to solve their problem. Peter Lane has a personality of kind hearted person, which means he is kind and generous. He likes to help his friend when his friend needs his help. He will help his friend even it means to lend his outfit to his friend that needs it.

“Well, they’re just a bit busted in the left knee. You can’t really see my knee unless you look hard, but I was wonderin’ if . . .” (80)
“You can wear my pants, Chub. We’ll switch.”
“Gee, you’re my best friend all right, Peter.”
“They won’t notice my knee as quick as they’ll see yours, Chub, on account of my skin is white.”
Chubby laughed. “That’s right, Peter. When you got black skin like I got, you sure bust through all that light – colored stuff.”
So that was arranged, readily and simply.
“You can have my tie with the yellow dots too, Chub.”
“Man, that’s a tie what’s a tie,” Chubby exploded. “Wait’ll Jean sees me!”

Based on Murphy’s theory (164), Peter Lane’s personality can be seen from his speech in the conversation above. It shows that Peter helps his best friend, Chubby, to let him borrow his pants and tie with the yellow dots, even switch pants between Chubby’s pants which are busted and Peter’s pants so that Chubby could meet his sister Jean confidently. It means that Peter could understand what Chubby feels with his pants and he wants to help Chubby to solve his pants problem. Moreover, Peter offers his help before Chubby finishes his request and in addition, Peter offers his tie with the yellow dots for Chubby to wear. It shows that Peter is very generous and so kind to his friend. That is why his friends like him. Then, based on Paul Costa and Robert McCrae’s psychology theory (445 – 446), Peter Lane’s kind hearted personality can be categorized as high agreeableness because being kind hearted person means being helpful.

8. Comforting

Peter Lane has another good personality as a protagonist, which is a comforting person. Comforting person means a person that makes another person feel calmer and less worried or unhappy.

Peter had a difficult time keeping up with Chubby, who was taking the stairs two at a time. They finally reached a door marked N. Anderson. (82)
Chubby hesitated. “Suppose nobody’s at home.”
“They’ll be home, Chub. Don’t worry.”
Chubby stared fixedly at the girl. She appeared to be seventeen or eighteen years old. When he spoke, his voice was frightened. “Are you . . . are you Jean?”
“No. My name’s Mimi. Jean is gone away but she’ll come back.” Chubby was crestfallen. “Go ahead, Chub,” Peter whispered. “Tell her who you are.” (82 – 83)

From the conversation above, Peter Lane’s personality can be seen from his speech based on Murphy’s theory of character (164). Peter’s speech to Chubby, “They’ll be home, Chub. Don’t worry” (82) has a meaning that Peter tries to comfort Chubby, his friend, to keep Chubby’s spirit to meet his sister, Jean, because Chubby feels that there is nobody at home. They try to go to Jean’s apartment to meet her, but they could not meet Jean yet. It makes Chubby almost loose his hope to meet his sister, therefore Peter always tries to comfort him.
Then, there is a climax of Chubby’s feeling to meet his sister that makes him very shock that creates a great situation for Peter to show his character as a comforting person.

Peter looked at Chubby. “It’s Jean, Chub,” he whispered. “It’s your sister.” Chubby’s face was cold, taut. Only his lips moved. He tried to say something and then covered his mouth with his hands.
“She’s sick, Chub. Jean’s just plain sick,” Peter tried to comfort him.
“She don’t know me,” Chubby whimpered. She’s never goin’ to know that I’m her brother.” (86)

Based Murphy’s theory (164), Peter Lane’s personality can be seen from his speech in the conversation above. With his speech, Peter tries to comfort Chubby to make him feel better after he hears that Jean has mental illness, “She’s sick, Chub. Jean’s just plain sick,” (86). The role of Peter Lane as a comforting
person is very important to Peter’s best friend, Chubby, because without Peter tries comforting him, Chubby will be probably stressed out. And then, there are other sentences to show that Peter has a comforting personality.

That night, Paul tried to give an explanation to Peter. “You see, the old man was set on giving instruments to the kids.”
“‘I see,” Peter Lane said. “He wanted to do it for you, Peter,” Paul explained. “It started with a piano. You understand?’”
“Sure, Paul. I understand. We can still use these instruments. Stop worrying.”
“You don’t think they’ll be any trouble?”
“Not at all.” (188)

The conversation above tells that Peter comforts Paul Taggart’s worrying feeling for sending Peter so many music instruments. Paul feels so worry because he only wants to send a piano to Peter, and not included the other music instruments. However, Peter gives an answer to comfort Paul that the other music instruments could still be used by other children in Peter Lane’s place, Mount Mary, “Sure, Paul. I understand. We can still use these instruments. Stop worrying.” (188).

Moreover, based on five – factor theory by Paul Costa and Robert McCrae (445 – 446), Peter Lane’s personality as comforting person can be categorized as low neuroticism factor. Knowing that Paul Taggart sends so many music instruments to him, he can still be relaxed. He tells Paul that the instruments are still useful for him and his friends.
9. Grateful

Peter Lane is a grateful person because he always feels grateful to someone who has done a good deed to him. He could show his grateful feeling to someone with nice sincerely words and good deeds.

Dear Mr. and Mrs. Ross,
“I want to thank you very much for your kindness to me. When I came here three months ago, you made me feel right at home. Even that first night in the kitchen, Mrs. Ross, when you took the cinder out of my eye, you made me feel at home, because you said the other kids sometimes got cinders in their eyes also, and I wanted to be like them as much as I could. I want to thank Eddie, Jack, Mark and Barbara for their kindness to me also. (119)

Based on Murphy’s theory of personality (164), Peter Lane’s personality can be seen from his speech in the sentences above. The fifteen year old Peter Lane writes a letter to Mr. and Mrs. Ross, a family who takes care of Peter when he goes and stays in Massachusetts for summer vacation. The letter contains his happy feeling and thanking toward Ross family. He writes that for showing his gratefulness toward Ross family who takes care of him as if he is a part of Ross family themselves. From that, it can be concluded that Peter Lane is a grateful person. Then, based on Paul Costa and Robert McCrae’s theory (445 – 446), Peter Lane’s grateful personality can be categorized as high factor of agreeableness. Peter Lane feels grateful toward Ross family has a meaning that Peter Lane trust that Ross family has done good deed for him.

10. Responsible

Peter Lane has a responsible personality in the novel. He shows the responsible personality when he has done something wrong and tries to fix it. An
example about Peter does something wrong from the novel is when Peter wants to ride Mr. Bodiou’s horse, Samson, without Mr. Bodiou’s permission to get an attention from a girl that he likes, Helen Spalding, but he has failed and makes Samson bleeding accidentally.

Samson limped all the way back much to Peter’s disgrace. It was only after he slipped the bridle off the horse in the Bodiou pasture, that Peter saw blood running in a stream over the right hind hoof. The horse had wounded himself against the stone wall. (122)

The quotation above tells that Peter makes a mistake with Mr. Bodiou’s horse. However, Peter feels guilty about what he has done to Samson even it happens without a bad purpose. Therefore, Peter tries to do something secretly to fix what he has done for Mr. Bodiou and Samson, with finding a job to get money for paying the damages caused by him.

On a piece of paper, Peter figured the methods by which he could make restitution for Samson’s cripple leg. The expenses Mr. Bodiou would be obliged to meet in paying veterinarian, in feeding Samson and in hiring another horse, were added in one column. It was a lot of money. If Peter sold newspapers for the rest of the summer, he would not even come close to paying for the damages. Selling newspapers was patently out of the question. Mr. Mowgler’s grocery store leaped suddenly into his mind. Working for Mr. Mowgler might be a more profitable business. (123)

Based on Murphy’s theory (168), Peter Lane’s personality can be seen from his reaction in the quotation above. Peter gives his reaction when he knows that he makes mistake that makes Mr. Bodiou’s horse has a cripple leg, and Peter’s reaction is trying to get a job to get some money for paying the damages caused by him. That reaction shows that Peter Lane has a personality as a responsible person because he knows and understands when he has done
something wrong and needs to fix it immediately. Then, based on Paul Costa and Robert McCrae’s theory of psychology (445 – 446), Peter Lane’s responsible personality can be categorized as high conscientiousness. Responsible is one of some factors that shows a person has high conscientiousness.

11. Confident

Peter Lane is a confident person. In the novel, he shows his confident when he tries to get a work from someone that he knows but he has not met before. He could talk to someone that he has not known yet very fluently and without any doubt feeling in his speech.

The man pinched his fat cheeks and seemed to be pondering a question. “Have you had any experience?”
“Just a little bit, Mr. Mowgler. But I can be a good grocery store man and fix your window like they fix them in New York.” Peter was referring pyramids of canned peaches which he had seen on display. “And I can learn the places where you keep the different groceries real fast and the names of the customers.” A slow grin spread across Mr. Mowgler’s face. “How much would you work for if I gave you a job?”
“Oh, six dollars a week.” He wondered if he had gone too high. “All right. Six dollars a week. Tomorrow, you come here at seven o’clock.” (124)

Based on Murphy’s theory (164), Peter Lane’s personality can be seen from his speech in the conversation above. Peter Lane gives a good speech to Mr. Mowgler that he could be a good grocery store man. It means that Peter has confident in front of Mr. Mowgler that he could learn fast and do grocery works well. Then, it can be concluded that Peter Lane has personality as a confident person. Because of his confident of his ability, he gets a job as a grocer in Mr. Mowgler’s grocery store with a weekly salary that he needs. Then, based on Paul Costa and Robert McCrae’s theory (445 – 446), Peter Lane’s confident
personality can be categorized as high extroversion. People who has high extroversion tends to be talkative because of confident that they have.

12. Flexible

Peter Lane, as flexible person, has an interesting change of his life in other characters’ point of view when he was twenty years old. Based on Murphy’s theory (167), an author could give clues about a person’s personality to the readers from conversations of other people and something they say about that person. Therefore, a conversation between William Snoggins Mulrooney and Paul Taggart below shows that Peter Lane has a characteristic which is interesting to be talked between them.

“How’s that boy of ours?” Snoggins asked.
“Peter?”
“Yeah.”
“Fine. He’s got a new interest in life, Mr. Mulrooney.”
“That’s so?”
“He’s an organist.”
“An organist!” Snoggins shuddered instinctively. “Whatever possessed him to become an organist?”
“He likes music.”
Snoggins wrinkled his nose, then blew a cloud of smoke. “The world is made of the strangest kind of people, isn’t it, Mr. Taggart?”
“As a matter of fact, Peter’s going to make a career out of his music.” (181)

Based on Murphy’s theory of personality (167), Peter Lane’s personality can be seen from the conversation between Paul Taggart and Snoggins Mulrooney above. Paul Taggart says to Mr. Mulrooney that Peter is fine and he gets a new interest in living. It means that Paul sees that Peter Lane has an interest changing in his life, because he knows that in the past Peter wants to be a farmer, “Yes, I want to be a farmer more than anything else,”(65) said Peter, but now he is an
organist like Paul Taggart said, “He’s an organist.” (181). For Paul and Snoggins who know and care about Peter Lane since he was a child, it is very interesting for them to follow the development of Peter Lane’s life. Therefore, based on conversation between Paul Taggart and Mr. Mulrooney, it can be concluded that Peter Lane has a personality as a flexible person.

Moreover, based on Paul Costa and Robert McCrae’s five-factor theory (445 – 446), Peter Lane’s flexible personality above can be categorized as high openness to experience because he could change his interest of what will he do in his life.

13. Thoughtful

Peter Lane is a thoughtful person that thinks and feels anything that happened in his life. He always thinks and feels when he has some kind of problem in his life, and he also observes and finds some answers for his own question in his life.

He faced the thought of walking the long road back to the bungalow that night with no pleasure. It was not the length of the road nor the silence. It was simply the fact of going back to his own thoughts. Life had become confusing and bitter since his return from Lynnford. (202)

Based on Murphy’s theory of characters and personalities (171), Peter Lane’s personality can be seen from his thoughts in the text above. The text above has a meaning that Peter thinks something that makes him feel sad, confuse, bitter, and no pleasure because of something that happens in Lynnford. Peter’s personality as a thoughtful person makes him think about his problem very deep.
There is another proof that shows Peter Lane as a thoughtful person. He shows that personality also in a case of love.

“Lewis,” Peter breathed. “It’s Lewis again.” Peter sat in a chair and stared at the wall. Why did Barbara keep mentioning Lewis in her letters? Why did she keep writing things like “Lewis called me up last night” and “Lewis and I went to a baseball game”? This new letter Peter was holding in his hand was creating another wave of suspicion and doubt. Was it jealousy, or anxiety, or what? Peter wasn’t sure. He was certain only of one thing – he was in love with Barbara Ross. Peter read the tragic lines again: “Lewis is such a grand fellow. He came all the way from Newton and took me to the Toll House, yesterday.” Peter began to pace the floor. Shucks! What was he worrying about? A dinner is a dinner, that’s all. (191)

Peter Lane’s personality can be seen from his reaction in the quotation text above based on Murphy’s theory of characters and personalities (168). Peter Lane’s reactions above talks about his being a thoughtful person because of love. Peter Lane receives a letter from Barbara, a girl that he loves, and reads it. However, the letter is not expected by Peter because it contains a person named Lewis. Then, it makes Peter thinks too much and feels uneasy. It has a meaning that Peter gives a reaction as a thoughtful character because of jealousy. He loves Barbara Ross so much that he would be thinking too much if he hears Barbara telling him about another man frequently.

Moreover, based on five-factor theory by Paul Costa and Robert McCrae (445 – 446), Peter Lane’s thoughtful personality can be categorized as high neuroticism factor. Person who has high neuroticism factor tends to be emotionally unstable and prone to insecurity, anxiety, guilt, worry, and moodiness. Peter Lane’s mood is based on his thought. His mood changes if he thinks something good or bad.
14. Worried

Sometimes, Peter Lane could be a worried person. His worried feeling appears especially when there is something important that he has to give to someone, but instead of giving directly, he should leave it to someone that he has not known yet.

“That girl may forget my music, Paul, especially during lunch hour.” Peter had a harrowing vision of his envelope being absently stuffed into a drawer with a detective story or even into the waste paper basket with a half – eaten lettuce and tomato sandwich. “What would I do if she ever lost that music?”

“Stop worrying about that music, Peter. Is it to the Rainbow room or Schrafft’s that we’ll go?”

“Maybe Gerber was really having a board meeting, Paul.”

“Of course he was having a board meeting, Peter. Quit worrying about it. He’ll probably give you a ring on the phone in the morning.” (222)

Based on Murphy’s theory (164), Peter Lane’s personality can be seen from his speech in the conversation above. Peter Lane submits music that he has worked very hard to finish in a few months to Mr. Gerber. However, he could not meet Mr. Gerber himself because Mr. Gerber has an important executive meeting and it makes Peter leave his music to Mr. Gerber’s secretary. Just because he should leave his music to Mr. Gerber’s secretary makes Peter Lane worried so hard. Peter said “That girl may forget my music, Paul, especially during lunch hour.”(222) and “What would I do if she ever lost that music?”(222) has a meaning that Peter feels worried if his music is lost and forgotten in the hand of Mr. Gerber’s secretary. Therefore, it can be concluded that Peter Lane has a personality as a worried person. Then, based on Paul Costa and Robert McCrae’s theory (445 – 446), Peter Lane’s worried personality can be categorized as high
factor neuroticism. When a person has high factor neuroticism, he tends to be worry about something.

15. Stressed out

Peter Lane has a personality to be a stressed out person because of problem that happens in his life. It also appears when he receives a critic about his works from someone and suddenly all his problems of his life appears in his mind in the same time.

He poked the sand with a dry, bleached stick. “This is how it’s always been,” he thought. “Just poking at things. Never doing anything really right. Why, I’m not even good farmer. Not even a good milker. I was never able to beat Jim at the pails. I can’t even turn a harrow without piling the dirt at the top of the row.” All the inadequacies of his life were suddenly magnified by those three typewritten words – ineffective, meaningless, puerile. “Why, I can’t even hit a nail straight without leaving half dollars in the wood.” One criticism did all this to him. (225)

Based on Murphy’s theory (164), Peter Lane’s personality can be seen from his speech in the text above. Peter Lane gets one critic from Mr. Gerber for his music that he submitted to Mr. Gerber few weeks ago. However, the critic Peter receives is far from what he expects from Mr. Gerber. The critic says that Peter’s music is not perfect and drastic revision is needed because it is still ineffective, meaningless, and puerile. Then, it makes Peter Lane stressed out because it is not easy for him to make music and he has done his best to create that music, because he said as the effect of the critics “Just poking at things. Never doing anything really right. Why, I’m not even good farmer. Not even a good milker. I was never able to beat Jim at the pails.”(225). Therefore, it can be concluded that Peter Lane also has personality as a stressed out person. Then,
based on Paul Costa and Robert McCrae’s five-factor theory (445 – 446), Peter Lane’s stressed out personality can be categorized as high neuroticism factor because Peter’s emotionality is unstable when he stressed out.

16. Religious

Peter Lane has a personality as a religious person. He likes to talk with God. Whether he is in trouble time or in good time, he usually talks to God in his prayer.

“You see . . . I have a future now, God. Something really to bank on . . . something I’ve been wanting all my life . . . Thirty – five dollars a week . . . steady job with a future . . . chance for advancement. And a musical education on the side . . . I needed it, God . . . You know it . . . You know everything . . . And it’s wonderful, the things that can happen to you inside twenty – four hours . . . the new hopes and dreams you can get . . . the people you meet . . . the faces you had never seen before . . . Mr. Hecht, for instance . . . Yes, especially the people, God . . . That’s why I came here tonight . . . mostly for that . . . to thank You for the people I’ve known . . . friends . . . all the friends who have helped me, loved me . . . Thanks for these people . . . and please, God, help me to pay back everything . . . some day.” (239 – 240)

Based on Murphy’s theory of characters and personalities (164), Peter Lane’s personality can be seen from his speech in the text above. Peter’s speech above has a meaning that Peter Lane is a religious person because he always remembers and gives thanks in prayer for all good things that God has done to him. Peter Lane prays to God in Cathedral to thank to what God has done in Peter’s life, because Peter has just had a job with a good future from Mr. Hecht, someone that he has not known yet. Peter feels that God blesses him in his life and helps him so much that he wants to express his joyful feeling to God in a prayer in Cathedral. Then, based on Paul Costa and Robert McCrae’s psychology theory
(445 – 446), Peter Lane’s religious personality can be categorized as high factor of extroversion. When Peter Lane talks to God in his pray like in the quotation above, he shows that he is sociable and talkative with God.

B. The Analysis of Peter Lane’s Conflicts

Peter Lane faces many conflicts in his life in the story. Based on Stanton’s theory of conflict (16), there are two parts of conflict that are faced by Peter Lane, they are internal conflict and external conflict. Internal conflict happens between Peter Lane and himself in his mind and external conflict happens between him and other character in some places in the novel, and between him and community. Many times Peter feels depressed because of the conflicts. Therefore, to have a deeper understanding about Peter Lane and to answer the second problem in chapter one, this part would analyze Peter Lane’s conflicts in the novel. Besides internal and external conflicts, there are other two kinds of conflict that could be combined for analyzing Peter Lane’s conflicts based on Worchel and Cooper (460 – 462), they are interpersonal and intrapersonal conflict.

1. Peter Lane’s Internal Conflicts

a. Peter Lane versus His Own Plan

When Peter Lane was in the age of fifteen years old, he was invited by Sister Crescentia to his summer in her relatives in Massachusetts. However, in the other hand, Peter has already had his own interesting plans for his summer.

“Would you like to spend the summer in Massachusetts, Peter?” Sister Crescentia hastened to add, “The Ross family would be glad to have you.”

“They’re relatives of mine.” (111)
Massachusetts! The invitation was a complete surprise. For a moment, Peter was tempted to tell her that his plans were already made. Jim Randall had promised to give him his favourite horse, Dan, again for the summer. 

From the text above, Peter Lane experiences a conflict. The conflict is between two choices of the things that Peter wants to do. Peter Lane has already had a plan that he has interest in for summer holiday with Jim Randall, however, Sister Crescentia suddenly invites Peter to spend his summer in Massachusetts and that makes Peter surprised because he never expects that from Sister Crescentia. Peter never expects that he will have another new alternative plan for his summer. Therefore, the conflict type that Peter Lane faces in this part is internal intrapersonal conflict approach-approach and based on Isenhart and Spangle (14 – 15), the cause of the conflict is considered as interests. It is internal conflict because it happens in Peter’s mind and it does not happen between Peter and Sister Crescentia, because Sister Crescentia just gives Peter another alternative to spend his summer that he probably will like it. Then, Peter’s conflict in this part is considered as intrapersonal conflict approach-approach because Peter has to make a choice whether he will spend his summer with Jim Randall’s favourite horse, Dan, or go to Massachusetts and stay there in the rest of summer. The two choices are interesting and positive for Peter, however, he could not choose both of them. He should choose only one of the two choices to where he spends his summer and that is why the cause of this conflict is interests.
b. Peter Lane versus His Blind and Lonely Feeling after He Survived in World War II

At the age of about twenty-three years old, Peter joined US Army to fight Nazi and Japan in World War II. The war was getting worse and worse for Peter because he lost his friends in war. And the worst of it was Peter survived in exchange of his friend’s life because of grenade explosion, but lost his ability to see the world with his eyes. In other words, Peter becomes blind forever after he is back from the war.

The blind soldier tapped the cane against his shoe and a cold monotony was in his voice. “I guess it’s . . . maybe it’s the fear of losing my faith in life, in living.”

“You’re not serious, Peter.”

“Bishop,” he was like a small boy now, and his hand trembled when he pushed his fingers through his hair, “Bishop, you’ll never know what it’s like to have everything get black around you. It’s not only losing your eyes. It’s even worse than the screams and the ether and the sirens. It’s just . . . it’s the awful loneliness in a world that getting too saturated with hate.”

“You’re tired and strained, Peter.”

“I can’t stop thinking about it. I was just another one of millions of other fellows trying to get a little happiness out of life. I wanted Barbara and a home. I wanted to settle down and live and have kids. I’ve got only one life to live, and I want to live it in peace, but there isn’t any peace. All you need is one ear to hear it. I could’ve written back home about it . . . could’ve told them a lot of things about this war and the fellows in it. I’m not a pessimist. I’m only trying to call things as I see them. And I can tell you there’s been a lot of hatred and suspicions all along, a lot of filth and greed, and too much noise, noise. They’re even laying two to one that we’ll be back in it again with Russia inside of a couple of years.” (268 – 269)

Peter Lane experiences a great conflict in his mind and heart because he could not see the world anymore and, based on Isenhart and Spangle (14 – 15), the cause of this conflict is values because Peter Lane feels that he almost loses his
value of his life. Therefore, the conflict that Peter experiences in this part is considered as internal intrapersonal conflict approach-avoidance. It is considered as internal conflict because it happens in Peter’s mind and heart. Peter has a dream to live in happiness and peace with Barbara, but his dream seems to vanish for him because of blind. Then, the conflict is considered as intrapersonal conflict approach-avoidance because Peter only experiences the conflict with himself. It means that there are two choices, but he can only choose one, and the one alternative that he has to choose is very unattractive for him. Peter wants to get the happiness of life and see it with his own eyes, but he could not choose anymore because he is blind. The only alternative that he could choose is to live without ability to see the world.

c. Peter Lane versus School Regulations

Peter Lane very enjoyed his summer’s school holiday when he was thirteen years old. However, when the summer was over, he found a dilemma in his heart because he wanted an unending summer’s school holiday to enjoy morning activities in the field of Mount Mary.

All this was satisfying – and sad, too, now that the trees were telling the approach of winter – and of school. Peter sighed. He wanted to be up and across the fields in an unending succession of summer mornings, driving a horse with a harrow or a rake rattling behind him. “Summer’s over, Mr. Taggart,” he said at last. Mr. Taggart lay back on the grass looking up at the sky. A distant swirl of crows went jeering and tumbling into the sunset. Peter’s eyes followed them wistfully. He almost wished that he could be one of them. To be a crow was to be beyond the reach of regulations and bells, he thought. It would be nice winging off into the evening with no thought of books or pencils. (64 – 65)
There is a conflict happened in Peter’s mind and based on Isenhart and Spangle (14 – 15), the cause of the conflict is roles of school regulation. Actually, Peter wants to have more time or even unending summer holiday time but he does not have it, because summer is already over and he has to go to school. Therefore, the type of conflict on Peter’s mind about the end of summer’s school holiday will be considered as internal intrapersonal conflict double approach-avoidance. The conflict that Peter faces is considered as internal conflict because it is happened in inside Peter’s mind and there are two desires that Peter faces, they are whether Peter will go to school or still enjoy summer holiday. Also, Peter’s conflict in this part is considered as intrapersonal conflict double approach-avoidance because Peter faces that he should choose between two alternatives whether Peter will go to school or keep enjoying summer holiday, and each alternative has positive and negative aspect. For if he goes to school, he can improve his knowledge but he does not really like school and if he keeps enjoying summer holiday without going to school he will feel happy but he cannot improve his knowledge as better as going to school.

d. Peter Lane versus a Rule of Adoption

Peter Lane actually wants to be adopted by Paul Taggart, however there is a rule about adoption which Peter has not known yet before that makes Paul Taggart cannot adopt Peter. The rule is Protestants could not adopt Catholics and Catholics are not allowed to adopt Protestants.

“That’s right, Paul. I did want you to adopt me.” Mr. Taggart inhaled deeply and his eyes wandered out over the dark water. “Did you ever think for a moment, Peter, that I didn’t want to have you? To have you for my own son?” (116)
“No,” Peter said weakly. “But you just never asked and that’s why I kept waiting.”
“Do you know why I never asked?”
“No, I don’t.”
“I’m not a Catholic, Peter.”
“You’re not a Catholic, Mr. Taggart – Paul?”
“No, I’m not a Catholic.” He puffed the cigarette slowly. “Didn’t they ever tell you that at the Mount?”
“No.” They said nothing further for a few minutes, and Peter was thoroughly uncomfortable. Finally, Mr. Taggart spoke.
“That’s why I never adopted you. That’s why I couldn’t adopt you.” So that’s how it was. All those years during which he had waited for Paul to ask him to go home with him and Ellen were explained now in that one sentence. It was simple, now. Protestants just couldn’t adopt Catholics and Catholics are not allowed to adopt Protestants. (116 – 117)

There is a conflict experienced by Peter Lane from the text above. The conflict is between Peter and a rule of church in adoption, therefore the cause of the conflict is roles. Peter Lane really wants to be adopted by Paul Taggart, in the other hand, Paul Taggart wants to adopt Peter too, but he could not do that because of the rule of adoption. That makes Peter shocked because he does not know before that Paul Taggart is a Protestant. Then, the type of conflict faced by Peter in this part is internal intrapersonal conflict approach-avoidance. The conflict is considered as internal conflict because it happens in Peter Lane’s mind. Peter is shocked and disappointed because church society has a rule that Protestants could not adopt Catholics and vice versa. It makes Peter Lane could not be adopted by a person he most likes to be his parent, Paul Taggart. Also, the conflict is considered as intrapersonal conflict approach-avoidance because the conflict forces Peter Lane to choose between two alternatives and only have one goal that consists of attractive and unattractive qualities for Peter Lane. Peter
wants to have Paul Taggart as his parent so badly, however, the rule of adoption prevents him to get Paul Taggart as his parent.

2. Peter Lane’s External Conflict

There is a scene when Peter Lane has a big conflict with his friend, Lewis. It is happened when Peter has almost reached twenty-three years old age. Their conflict happens because they both love a girl named Barbara Ross.

“No, Lane, we won’t skip it.” Lewis’ fingers were drumming on the table. “Since you’re so insistent, Lane, I might tell you this. A girl like Barbara shouldn’t be expected to take chances.”

“That’s right.”

“I don’t follow you, Lewis.”

He drained his glass and laughed. “A girl like Barbara Ross has a right to expect any person with whom she associates to have a background.”

Lewis was completely out in the open now.

“Would you be referring to me?” Peter asked.

“Possibly.”

“Would you be referring to my mother and father?”

“Possibly,” he said.

The waitress standing near the table screamed when Peter grabbed Lewis and flung him out of the booth. It was done in sudden blind fury of rage, and if Clayton and Stanley had not leaped between them, the fight would have been an ugly one. (198)

The conflict above is between Peter Lane and Lewis and based on Isehart and Spangle (14 – 15), the cause of the conflict is relationship. Peter attacks Lewis because Lewis insults his father and mother. Therefore, it is considered as external interpersonal conflict. It is considered external conflict because it happens between two characters, in this case Peter Lane and Lewis. Peter feels that Lewis really insults his life that makes him blind fury of rage. Then, it is considered as interpersonal conflict because it happens between two persons and because of
different agreement. Lewis states that Barbara Ross should expect any person with whom she associates to have a background, but Peter really disagrees about that and feels insulted by Lewis.

C. The Resolutions of Peter Lane’s Conflicts

There is a resolution from every conflict that Peter Lane experiences in the story. However, the way Peter Lane finds a resolution for each of his conflict is different from other conflict that he faces. Also, his personalities have their contribution for him on how he resolves his conflicts.

1. Resolution of Peter Lane’s Internal Conflicts

The conflict type of Peter Lane versus his own plan is internal intrapersonal conflict approach-approach. It is internal conflict because the conflict happens in Peter’s mind and not between Peter and Sister Crescentia. Then, Peter’s conflict in this part is considered as intrapersonal conflict approach-approach because Peter has to make a choice whether he will spend his summer with Jim Randall’s favourite horse, Dan, or go to Massachusetts and stay there in the rest of summer. Based on theory of conflict by Worcel and Cooper (461 – 462), this conflict can be resolved with approach-approach resolution, which is to reach one goal that is closer than another goal. Then, in this case, the resolution for Peter Lane’s conflict is Peter Lane goes to Massachusetts to the Ross family because Peter is touched by Sister Crescentia’s concern to him and because for Peter Lane, Sister Crescentia is closer to him than Jim Randall’s favourite horse.
Peter Lane’s grateful personality also has its contribution for Peter Lane to resolve the conflict.

“Massachusetts, Sister?”
“Lynnford, Massachusetts. I’d like you to have the opportunity to enjoy a little family life. But it’s up to you. Would you prefer to spend the summer here?” Peter was touched by her concern for him. “I think I’d like to go, Sister.” (111)

The text tells that Peter makes a decision for resolution of his internal intrapersonal conflict approach-approach that he will go to Massachusetts and not stay in Mount Mary in the summer. Peter feels that Sister Crescentia is very kind to him that he cannot refuse her offer.

Next is about Peter Lane experiences a great conflict in his mind and heart because he could not see the world anymore. Therefore, the conflict that Peter experiences in this part is considered as internal intrapersonal conflict approach-avoidance. It is considered as internal conflict because Peter has a dream to live in happiness and peace with Barbara, but his dream seems to vanish for him because of blind. Then, the conflict is considered as intrapersonal conflict approach-avoidance because Peter only experiences the conflict with himself. Peter wants to get the happiness of life and see it with his own eyes, but that choice he cannot choose anymore because he is blind. Based on Worchel and Cooper’s theory of conflict, the resolution of this conflict is to obtain the goal then avoid it immediately. In this Peter Lane’s conflict case, the only alternative that he can choose is to live without ability to see the world. Therefore, the resolution of the conflict is faith in Jesus Christ.
“Peter, I know what you mean,” the Bishop said. There’s only one answer to all your doubts and dreads.”
“What’s the answer?”
“Faith, Peter. You know that. Faith and hope in Jesus Christ who taught us how to rise out of the rubble and ruin of this world’s many calvaries. (270) He knew what it was to have the light fade from His eyes. He knew what it was to be a lonely soldier.” (270)

After Peter Lane tells all of his stories of his life and his feeling of fear and doubt to Bishop, Peter gets a great resolution for his inner conflict from Bishop. And the resolution is faith to Jesus Christ that Peter already knew before as a Catholic.

Peter cupped his blind eyes in his finger. His voice was penitent, quiet. “Yes. I guess I knew the answer . . . knew it all the while. I only wanted to hear it again.” He was breathing with difficulty. “It’s something you just got to hear again and again, especially when all the lights have gone out.”
“You were afraid.”
“That’s right. Afraid of myself, afraid that I’d never be happy again. You see, Bishop, a fellow banks a lot on happiness. He banks mostly on the girl he loves.”
“Barbara is banking on you, too, Peter. She’s waiting for you, Peter. She wants you home.”
The boy’s face was smiling now. (270 – 271)

However, for Peter Lane, only faith is not enough for him. He needs something else that is real, and that thing is his lover, Barbara. After Bishop tells Peter that Barbara is banking on him, Peter starts to show his smile on his face. And so, the other resolution of this case Peter Lane’s conflict is to meet his beloved lover again. In this conflict, Peter Lane’s personalities as religious and patient person have their contribution for the resolution.

Peter Lane also has a conflict with school regulations when he wants to have more time or even unending summer holiday time but he does not have it, because summer is already over and he has to go to school. The type of conflict on
Peter’s mind about the end of summer’s school holiday would be considered as internal intrapersonal conflict double approach-avoidance. According to Worchel and Cooper’s theory of conflict (461 – 462), the resolution of this conflict is depending on how close Peter Lane to his goal, the amount of goal, the kind of goal, and the attractiveness of the goal. Then, the resolution of this Peter Lane’s conflict would be going to school because Peter is not a kind of lazy person, he will not want to break the rule of school, especially in front of Paul Taggart. Also, Peter Lane’s personalities as patient and responsible person have contribution in the conflict resolution.

“Summer’s over, Mr. Taggart,” he said at last. Mr. Taggart lay back on the grass looking up at the sky. A distant swirl of crows went jeering and tumbling into the sunset. Peter’s eyes followed them wistfully. He almost wished that he could be one of them. To be a crow was to be beyond the reach of regulations and bells, he thought. It would be nice winging off into the evening with no thought of books or pencils. (65)

The text above tells that Peter Lane will still attend the school even he feels that he does not want to. He does not allow his feeling to skip the school win over him. However, he just imagines if he could be a crow flying freely in the sky without planning on skipping the school.

Next, the type of conflict faced by Peter when he is against a rule of adoption is internal intrapersonal conflict approach-avoidance. The conflict is considered as internal conflict because it happens in Peter Lane’s mind and church society. Church society has a rule that makes Peter Lane could not be adopted by a person he most likes to be his parent, Paul Taggart. Also, the conflict is considered as intrapersonal conflict approach-avoidance because the conflict
forces Peter Lane to make a choice whether follow or break the rule of adoption. According to Worcel and Cooper’s theory of conflict (461 – 462), the resolutions for approach-avoidance intrapersonal conflict is to obtain the goal then avoid it immediately. Then, the resolution for this Peter Lane’s conflict is to follow the rule of adoption. Peter knows that he cannot go against the rule, so he decides to receive the fact that Paul Taggart could not be his parent. Peter Lane’s personality as a patient person also has its contribution in the resolution.

So that’s how it was. All those years during which he had waited for Paul to ask him to go home with him and Ellen were explained now in that one sentence. It was simple, now. Protestants just couldn’t adopt Catholics and Catholics are not allowed to adopt Protestants. (117)

The text tells that Peter feels very shocked because he never knows before that Paul Taggart is Protestant. Then, Peter cannot do anything against the rule that he has to obey as a Catholic.

2. Resolution of Peter Lane’s External Conflict

For Peter Lane versus Lewis, the conflict is considered as external interpersonal conflict. It happens between two characters, in this case Peter Lane and Lewis because of different agreement, and Peter feels that Lewis really insults his life that makes him blind fury of rage. According to Isenhart and Spangle, the resolution for the conflict is competitive which means to use “aggressive, self-focused, forcing, verbally assertive, and uncooperative behaviors that strive to satisfy one party’s interests at the expense of the interests of others” (Isenhart and Spangle, 27). In Peter Lane’s case, competitive means fighting.
The waitress standing near the table screamed when Peter grabbed Lewis and flung him out of the booth. It was done in sudden blind fury of rage, and if Clayton and Stanley had not leaped between them, the fight would have been an ugly one. (198)

The text tells that Peter cannot hold his anger anymore and flings Lewis out of the booth. That is the only resolution for Peter in his conflict with Lewis because he cannot think any other resolution at that time. It is because Peter Lane has thoughtful and stressed-out personality for the contribution in the resolution. Fortunately, the fight is not continued because of Peter’s other friends, Clayton and Stanley leap between them.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the findings as well as the recommendations for further research on the topic. There are two parts in this chapter; the first part is about the conclusion of the study based on the analysis in chapter four. It is done in order to draw all the answers of problem formulations. The second part is about the suggestions for further researchers. It also provides the implementation of the novel in teaching-learning activity.

A. Conclusions of the Study

There are three main points that can be concluded from this study based on the analysis in chapter four. They are the description of Peter Lane’s personality, the Peter Lane’s conflicts, and the resolutions of Peter Lane’s conflicts.

For the first main point which is the description of Peter Lane’s personality, this study shows that Peter Lane has many personalities as the main character in the story. This study concludes that Peter Lane is the main character of the novel because the majority of the story is mainly focused on Peter Lane’s life, from baby up to adult. Peter Lane is also a good natured character because of most of his personalities are what usually people called as good personalities and actually he does not like violence as can be seen in the story.

This study finds out that Peter Lane has various personalities. They are high-spirited, curious, friendly, musical, patient, trustworthy, kind-hearted, comforting, grateful, responsible, confident, flexible, thoughtful, worried, stressed-out, and religious. Moreover, Peter Lane also has some traits as dynamic
person that can be concluded from those personalities. They are high openness to experience, high neuroticism, low neuroticism, high agreeableness, high extroversion, and high conscientiousness. Some of Peter Lane’s personalities and traits are contradiction from each other because Peter Lane always develops as human being.

For the second main point which is the conflicts faced by Peter Lane, this study shows that Peter Lane faces two kinds of conflict in his life, they are internal and external conflict. Besides those conflicts, Peter Lane also faces interpersonal and intrapersonal conflicts. The conflicts are Peter Lane versus his own plan, Peter Lane versus his blind and lonely feeling after survived in World War II, Peter Lane versus school regulations, Peter Lane versus a rule of adoption, and Peter Lane versus Lewis.

For the third main point which is the resolutions of Peter Lane’s conflicts, this study shows that Peter Lane always finds resolutions for his conflict. For his conflict with his own plan, Peter Lane chooses to give it up. For his conflict with his blind and lonely feeling after survived in World War II, Peter Lane chooses to keep his faith to Jesus Christ as a Catholic and meet his beloved lover. For his conflict with school regulations, Peter Lane chooses to follow the regulation of his school. For Peter Lane versus a rule of adoption, Peter Lane decides to receive a condition that Paul Taggart cannot be his parent. For Peter Lane's conflict with Lewis, Peter Lane decides to fight Lewis blindly because he feels very angry with Lewis.
B. Suggestions

In this part, this study tries to give some suggestions for other researchers and for English teachers about implementation of this novel in teaching – learning activities.

1. Suggestions for Other Researchers

There are some suggestions for other researcher in conducting study using Francis Cardinal Spellman’s *The Foundling*. Since this study only focuses on Peter Lane’s personalities and conflicts, the other aspects are not discussed yet, for example theme, setting, and author. And there is other character in the novel that has important role named Paul Taggart that can be discussed for other research of study.

2. Suggestions for English Teachers

For implementation in teaching – learning activities, *The Foundling* can be used in speaking class. It will be focusing on speaking activities and improving vocabularies. The method can be applied in small drama or play in group in order to make speaking activities more attractive. There are some steps to prepare speaking – learning activities using this novel.

1) The teacher needs to copy the pages that will be used for speaking activities.

2) The teacher needs to make the materials that consist of vocabularies and pronunciations content.

3) The teacher can divide the students into three persons each group to make speaking activities work well.
4) The teacher asks the students to perform small drama or play.

5) The teacher asks students about difficult vocabularies that they found.

6) The teacher discusses with the students about their speaking activities that have been done.
REFERENCES


**Internet Sources**


Internet website: http://www.answers.com/topic/francis-cardinal-spellman (accessed on October 19, 2011)
Appendix 1

COVER AND SUMMARY OF *THE FOUNDLING*

The story begins with a story of a veteran soldier named Paul Taggart who just comes back alive from World War I. He feels so sad because he lost many of his friends during the war and he gets an ugly scar at his face. Then, he comes to a cathedral at night to find the peace of God although he is a Protestant. He finds a baby without parents in Christmas crib. He likes the baby, but he cannot own the baby, then he put the baby at Foundling Hospital to the care of a nun, Sister Margaret. Then, the nun gives name Peter Lane to the baby. Paul Taggart has a hope that someday he can adopt the baby.

Unfortunately, Paul cannot adopt the baby just because he is Protestant and not Catholic, and there is a rule that Protestant is not allowed to adopt Catholic and vice versa. That makes him angry and feels very uneasy because he really wants to adopt the baby so much. But at last, after some efforts to trick the rule, Paul could receive the fact that he cannot be the parent of Peter Lane.

Then, the story continues after Peter Lane reach the age of thirteen. He lives in Mount Mary, down on Staten Island. He works in a farm fields in Mount Mary with Jim Randall. Peter Lane actually wants to be adopted by Paul Taggart, but he learns that it cannot be happened because Peter Lane is Catholic and Paul
Taggart is Protestant. But even knowing that fact, Peter still considers Paul as his parent because he only wants Paul Taggart to be his parent.

Someday, Peter Lane meets Sister Crescentia, an austere music teacher and organist of Mount Mary. Then, she asks Peter to take Theresa, a girl who blind at birth, to the organ loft to practise. Hearing the music played by Theresa, Peter likes it very much and he wants to follow the piano lessons too with his friend, Chubby.

Then, the story continues with the story of Chubby, Peter’s best friend in Mount Mary. Chubby has a sister that he never knows before. Her name’s Jane and she has mental illness. Chubby knows that from Noella Anderson. After that, Chubby decides to leave Mount Mary to find a work to help his sister.

And then, the story back to the story of Peter Lane. Peter Lane gets an invitation to Massachusetts to the Ross family from Sister Crescentia. Ross family is a relative of Sister Crescentia. Peter Lane spends his summer in there with Mr. and Mrs. Ross, Eddie, Jack, Mark and Barbara.

In Massachusetts, Peter meets a girl that he likes. Her name is Helen Spalding. He wants to do many things to show that he likes her, but he always fails even until his coming back to Mount Mary. One of some reasons why he fails is Barbara. Peter does not know that Barbara likes him.

After Peter Lane in the age of twenty, he works at Mount Mary as an assistant to Jim Randall, the foreman. However, at that time he shocks because of the passing away of Sister Crescentia. In the end of her life, Sister Crescentia wants Peter Lane to continue and finish her unfinished symphony of music.
Then, Peter meets Barbara in La Guardia Airport. Peter sees that Barbara changes into a beautiful girl and he falls in love with her. Then, Peter Lane confesses his feeling to Barbara that he loves her.

In his age that almost twenty three years old, something happen with Peter Lane in the case of love. Peter has a conflict with Lewis, Barbara’s friend on what kind of man that suit with Barbara. And what Lewis says to him makes him feels troubles in some time.

Peter Lane still continues working the symphony of Sister Crescentia but he does not know how to continue because he has no one to check his symphony. Then, Father Duane of Mount Mary suggests Peter to meets Mr. Gerber. And after he meets Mr. Gerber he can continue his symphony.

Besides his symphony, Peter needs a job. Then, Snoggins Mulrooney and Paul Taggart help him to get a job from Mr. Irwin Hetch, a man who owns Hetch’s Department Store. Because of them, Peter Lane gets a work in Hetch’s Department Store and he likes it.

Some times later, Peter Lane proposes Barbara to marry him. Barbara accepts Peter Lane’s proposal. However, Peter Lane is forced to join US Army for World War II. Many things happen with Peter Lane during the war until he lost his friends and his ability to see. He is blind because of the war and fear to meet his love, Barbara. Then, he meets Bishop to get some advice. The story end with Peter Lane goes home with Barbara, Paul Taggart, and the Bishop.

Picture of The Foundling cover is taken from:
Appendix 2

BIOGRAPHY OF FRANCIS CARDINAL SPELLMAN

Francis Cardinal Spellman or Cardinal Francis Joseph Spellman was born in Whitman, Massachusetts, on May 4, 1889. He had education at Fordham College in New York and the North American College in Rome. He was ordained in 1916 and served for 2 years as a curate at All Saints Church in Roxbury. He was appointed vice-chancellor of the Boston archdiocese, and he served on the editorial staff of the diocesan paper, the Pilot in 1922. He was attached to the Secretariat of State in Rome and then was appointed auxiliary bishop to Cardinal William O'Connell of Boston from 1925 to 1932. In 1939 Spellman was appointed to be an archbishop of New York. In 1946 Spellman became a member of the College of Cardinals, and in following years he was regarded as the most powerful and influential leader of the Catholic hierarchy in the United States.

Spellman was also a highly successful fund raiser because during his tenure as New York's archbishop, he successfully expanded the diocese's system of hospitals, orphanages, schools, and charitable agencies, undertaking new construction which was costing over $500 million. As bishop for the U.S. Armed Forces, he traveled widely to visit American troops around the world and to oversee the work of Catholic chaplains. He supported a strong American foreign policy and frequently warned against the danger of communism. His activities in
support of public aid for parochial schools and his militant opposition to birth control, pornography, and communism embroiled him in numerous controversies, as did his actions forbidding Catholics to see certain motion pictures. Toward the end of his life his strong support for American participation in the Vietnam War aroused militant opposition within and without the Church. In addition to his enormous pastoral and administrative work, Cardinal Spellman wrote several volumes of poetry and a novel, *The Foundling* (1951), which was a national best seller. He died in New York City on Dec. 2, 1967.

Adapted from: http://www.answers.com/topic/francis-cardinal-spellman
Appendix 3

LESSON PLAN

Subject : English
Student Level : 1st Grade of Senior High School Semester 2
Skill : Speaking
Time Allocation : 2 x 45’

I. Competency Standard
   After completing the course, the students are able to describe the meaning in transactional and interpersonal conversation in daily life context.
   Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

II. Basic Competence
   The students are able to describe the meaning of transactional (to get things done) and interpersonal (socialize) formal and informal conversation in accurate, fluently, and acceptable using some kinds of simple direct language in daily life context; describe surprise feeling, doubtful feeling, accept invitation, offering, and calling.
   Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan

III. Learning Indicators
   - The students are able to describe their surprise feeling.
   - The students are able to describe on how to accept invitation.

IV. Teaching-Learning Activities

<table>
<thead>
<tr>
<th>Num.</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| 1.   | Pre-Activity
     | Hello
     | - The teacher greets the students
<pre><code> | - Teacher gives a little show to the students about the topic using his action and the way he speaks | 5’ |
</code></pre>
<p>| 2.   | Main Activity               |                 |</p>
<table>
<thead>
<tr>
<th>Num.</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher tells general knowledge about the background of the topic</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>- The teacher divides class in groups; 3 people each group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher distributes the short drama text for each group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher gives 15 minutes for the students to read, understand the main ideas of the story, and practice speaking it in their group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any Question?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students whether they have some question about the text or not and give some explanation about the drama text.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>It’s Showtime</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks all groups to perform short role play in front of the class from the short drama text.</td>
<td>40’</td>
</tr>
<tr>
<td></td>
<td>- The teacher discuss the performance with the students</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Post-Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closing in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher reviews the whole materials briefly.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>- The teacher closes the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

V. Materials
See appendix 4

VI. Media
Realia : -

VII. Sources
Novel *The Foundling* page 111(Peter Lane and Sister Crescentia)

VIII. Assessment
Instrument : explanation, group discussion, performance.
Rubric:
- speaks very clearly, using pause and stress, no mistake in pronunciation: 10 points
- speaks very clearly, using pause, less mistake for mispronunciation: 9 points
- speaks clearly, using pause, acceptable mispronunciation: 8 points
- not really clear in speaking, no pause, lots of mispronunciation: 7 points
- the speaking is confusing, no pause, too much mispronunciation: 6 points
- the student does not want to perform: 0 point
Appendix 4

LEARNING MATERIALS

Let’s Speak

A. Read the text below, and do speaking practice with your friend!

Peter Lane is a fifteen years old (1) orphan boy who lives in Mount Mary (2) orphanage, New York. He lives there since he was a baby in nun’s care. Someday in the summer season, Sister Crescentia, a (3) nun who is close to him, gives him an (4) invitation.

Sister Crescentia : “Would you like to spend the (5) summer in Massachusetts, Peter? The Ross family would be glad to have you stay there.”

Peter Lane : “The Ross family? Who are they?”

Sister Crescentia : “They are (6) relatives of mine. So, what do you think?”

Peter Lane : “(surprise) Massachusetts, Sister? I...I am so surprised that you invite me there. Where is it (7) exactly, Sister?

Sister Crescentia : “Lynnford, Massachusetts. I’d like you to have the (8) opportunity to enjoy a little family life. But it’s up to you. Would you prefer to spend the summer here?”

Peter Lane : “(touched) I think I would like to go to Lynnford, Sister.”

Sister Crescentia : “That’s good. I’m sure you will like Lynnford, Peter.”

Peter Lane : “Yes, Sister Crescentia. Thank you very much.”

B. Answer the questions below!

1. Who is Peter Lane?

2. Who is Sister Crescentia?

3. Why is Peter Lane surprised?

4. What opportunity does Peter Lane get if he goes to Lynnford?

5. What does Peter do from invitation to Ross family?
C. Vocabulary Time!

1) orphan : 
2) orphanage : 
3) nun : 
4) invitation : 
5) summer : 
6) relative : 
7) exactly : 
8) opportunity : 

D. Let’s Discuss Together!

What will you say if you feel surprised?
- I am so surprised!
- O my God!
- My goodness!
- ........................
- ........................
- ........................

What will you say if you want to accept invitation?
- I think I would like to go.
- I accept your invitation.
- Okay, I will see you there.
- ........................
- ........................

E. Play Time!

Make a group of three people and perform the short conversation in (A) above, you may create your own short conversation and perform it!