THE MEANING OF LOVE AS EXPERIENCED BY ISABELLA SWAN, 
THE MAIN CHARACTER OF STEPHENIE MEYER'S TWILIGHT

A THESIS

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ABSTRACT

Andyanto, Kurnia Octavian. 2011. The Meaning of Love as Experienced by Isabella Swan, the Main Character of Stephenie Meyer’s Twilight. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University

This thesis discusses Stephenie Meyer’s Twilight. The novel is the first book of her Twilight saga. It tells about Isabella (Bella) Swan’s experience after she moved from Phoenix to Forks to live with her father. In Forks, she found her love in Edward Cullen, who was a vampire. She also had a conflict with another pack of vampires. The conflict put her in a near-death experience when she tried to save her mother from James. Fortunately, Bella was saved by Edward and his vampire family, the Cullens.

The topic for the discussion focuses on the relationship between Isabella (Bella) Swan, as the main character of the novel, and her parents, Charlie and Renée, and her vampire lover, Edward Cullen. Bella’s relationship with her parents and her boyfriend was selected in the study because it was strongly related to the main plot of the story. The aim is to find the meaning of love as experienced by Bella Swan, the main character of Stephenie Meyer’s Twilight. The problems to answer in the study are “How is Isabella (Bella) Swan described in the novel?” and “How does Bella Swan experience her love?”

This study uses library research. The theories used are theory of character and characterization, Robert Sternberg’s “Triangular Theory of Love”, theory of human attractiveness, theory of achievement motivation, and theory of psychological approach that focuses more on Sigmund Freud’s “Psychoanalysis”. Sigmund Freud’s “Psychoanalysis” discusses the ego, superego, and id of human. The approach of the study is psychological criticism or psychological approach. The study, then, focuses on the id of the psychological aspect of Bella’s decisions and actions in the novel in order to find the meaning of love as experienced by Bella Swan.

The findings of this thesis are concluded as follows. First, it was noted that Bella Swan has been described as an unselfish, careful, curious, observant, independent, melancholic, forgiving, brave, yet clumsy girl. Bella Swan also was not talkative, and emotionally inexpressive. She was a clumsy, yet brave person since she made a reckless decision to face James on her own after she internally panicked knowing that her mother was in danger. The creation of Bella’s character was influenced by Stephenie Meyer’s past experience and religious background as a Mormon.

Second, the surface meaning of love as experienced in Bella Swan was not difficult to see. Bella loved her parents and her boyfriend. Bella loved Charlie for all the things he had done for her during her stay in Forks. Bella’s love to Renée was also clear enough to see. She loved her mother more than her own life as
reflected in her actions to save her from James. Meanwhile, as the main plot of the story, Bella’s love to Edward Cullen reflected her passion to be with him more than anything else.

The third one is about the deeper meaning of love as experienced by Bella Swan. Bella believed that her death could save her parents and the Cullens. That was the reason she left a letter for Edward. It symbolized her effort to protect everyone she loved. She also believed that every love was so special that people should be grateful for having love in their life. Bella knew that love was worth fighting for because it reflected her happiness of being with Edward and everyone that she loved.

Finally, it is suggested that future researchers should pay attention on Stephenie Meyer’s biography and religious background because it has great influences in her writings. It is important to keep focused on every aspect of the novel and what may have influenced the writing without putting aside any possible consideration during the process of the study. As for English teachers, they are recommended to use the novel as the material to teach Prose 2.
ABSTRAK


Topik pembahasan yang diambil menitikberatkan pada hubungan Isabella (Bella) Swan, sebagai tokoh utama dalam novel Twilight, dengan kedua orang tuanya, Charlie dan Renée, serta dengan kekasih vampirnya, Edward Cullen. Hubungan Bella dengan orang tuanya dan dengan kekasihnya menjadi topik pembahasan utama dalam studi ini karena hubungan langsung dengan jalannya cerita dalam novel tersebut. Tujuan dari studi ini adalah untuk menemukan arti cinta seperti yang dialami Bella Swan, tokoh utama dalam novel Twilight oleh Stephenie Meyer. Masalah-masalah yang harus dipecahkan dalam studi ini adalah “Bagaimana Isabella (Bella) Swan digambarkan di dalam novel?” dan “Bagaimana Bella Swan menjalani cintanya?”


Hasil temuan dari skripsi ini dapat disimpulkan sebagai berikut. Pertama, Bella Swan digambarkan sebagai seorang perempuan yang tidak egois, berhati-hati, mempunyai rasa ingin tahu yang tinggi, suka memperhatikan hal-hal di sekelilingnya, mandiri, melankolis, pemaf, dan juga perempuan yang pemberani tapi juga ceroboh, serta seorang perempuan yang tidak banyak bicara dan tidak suka mengekspresikan perasaannya. Dia seseorang yang ceroboh tapi pemberani ketika dia gegabah dalam mengambil sebuah keputusan untuk menghadapi James sendirian setelah mengalami kepanikan di dalam dirinya ketika dia mengetahui bahwa ibunya dalam bahaya. Penciptaan karakter Bella Swan dipengaruhi oleh
pengalaman masa lalu dan latar belakang keagamaan dari Stephenie Meyer sebagai seorang Mormon.


Terakhir, bagi para peneliti yang akan datang, dianjurkan untuk memerhatikan dengan seksama latar belakang dari Stephenie Meyer, baik pengalaman hidupnya maupun latar belakang keagamaannya, karena kedua hal tersebut memberikan pengaruh yang sangat kuat terhadap karya-karyanya. Sangatlah penting juga untuk tetap fokus terhadap berbagai aspek di dalam novel dan segala hal yang mungkin mempengaruhi dalam proses penulisannya tanpa mengesampingkan kemungkinan-kemungkinan yang muncul selama proses studi. Sementara bagi para guru bahasa Inggris, direkomendasikan untuk memakai novel ini sebagai materi pengajaran Prose 2.
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For their passionate love and support, I would like to send my gratefulness to my parents and my brother. They have always been there when I needed them. I believe that I would not be able to make a great step ahead without their presence, support, and love.

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CHAPTER I

INTRODUCTION

This chapter consists of four parts, namely; Background of the Study, Objective of the Study, Problem Formulation, and Definition of Terms. Background of the Study presents a description of the topic and the reason of its selection. Objective of the Study is about the purpose of this study. There are two problems to discuss in the Problem Formulation. Definition of Terms provides a list of the meaning of some terms or words used in this thesis; it is meant to avoid misunderstanding.

A. Background of the Study

Stephenie Meyer’s Twilight series (commonly known as the Twilight saga) have become the most popular tetralogy among book lovers in the United States and in other parts of the world in 2005 up to 2009. The Twilight saga consists of four books, Twilight, New Moon, Eclipse, and Breaking Dawn.

The first book, Twilight, was published in October 5th, 2005 and it has brought a new sensation of reading novels. It cannot be separated from the roles of the romantic love story between the two main characters in the story, Isabella Swan and Edward Cullen. Their love story has attracted the interest of teenage readers all over the world. The meaning of love as experienced by Isabella (Bella) Swan, the main character of the novel Twilight by Stephenie
Meyer is the main discussion in this paper. The topic is selected for this thesis because of its complication happens in the novel. Besides, what includes in the novel *Twilight* is the beginning of the story; how Bella moved to a small town of Forks to live with her father for her mother’s sake, met Edward and how their love story began. The title itself has brought a curiosity for readers. According to English dictionary, ‘twilight’ is a dim light after sunset or before dawn. In the novel, ‘twilight’ symbolizes, as Edward said in the novel, the end of the day and the beginning of the night; it reflects the end of Bella’s normal life and the beginning of Bella’s extraordinary experience with her vampire lover, Edward Cullen. Although ‘twilight’ is only a dim light, it has its own beauty, the beauty of the beginning of Bella’s love story with Edward. The title, *Twilight*, also shows that it is the beginning of the story since it is followed by *New Moon*, *Eclipse*, and *Breaking Dawn*.

The story in Stephenie Meyer’s *Twilight* starts when a girl from Phoenix, California came to a town called Forks in a district of Washington to live with her father. The girl was Isabella Swan (or as introduced in the novel, Bella), a daughter of a police chief in Forks, Charlie Swan. In Forks, she met new friends. A friend she met first was Jacob Black who was a boy from a native Indian tribe in town, the Quileute tribe. Then she met some friends that became her close friends and told her about the Cullens, a family who reportedly moved into town from Alaska. Strange events happened afterward. Beginning with the peculiar behavior of Edward Cullen when he first met Bella, strange things continued.
Edward was missing for a week, but he finally came up and introduced himself to Bella. In fact, Edward saved Bella from a car accident in a very questionable way. Yet, Edward’s words that they should not be friends kept Bella questioning about what actually happened and who Edward really was.

The fact that Edward refused to come with her to La Push beach on the other day brought her to a scary legend in town, the Quileute’s Legend, which she knew after she had insisted Jacob to tell her. On the other place, it was reported that two persons, one of whom was Charlie’s best friend, had died because of animal attacks in two different occasions. The second homicide case arose right after Edward saved Bella from boys who intended to hurt her.

When Bella finally knew that Edward and the rest of the Cullens were vampires, she was not afraid of them; in fact, she fell in love with Edward. Their relationship went well at first before a conflict with another group of vampires who turned out to be the murderers of the two victims happened. James, a tracker vampire, decided to hunt Bella for sport and to enjoy Edward’s revenge later on. Edward and his family succeeded to save Bella from James, but Victoria, James’ loved one, was still missing.

Once returning to Forks, Bella went to the prom with Edward, where she expressed her desire to become a vampire; Edward refused to let it happen. The book ends with neither of them refusing to give in, but as deeply in love as ever. In the novel, Jacob Black and his father, Billy Black, opposed the relationship between Isabella Swan and Edward Cullen due to the treaty in the
Quileute’s legend. The main topic in this study focuses on the meaning of love as experienced by Bella Swan, the main character of the novel.

The aim of this study is to find the meaning of love as experienced by Bella Swan, the main character of Stephenie Meyer’s Twilight, in every event she experiences in Stephenie Meyer’s Twilight (and not in the other Twilight saga novels). The approach used in the discussion is psychological approach. It focuses on Sigmund Freud’s “Psychoanalysis”. This involves the terms ego, id, and superego. Yet, the topic of the study is discussed focusing more on the id of Bella Swan’s character to identify the meaning love as experienced by Bella. It includes the discussion of love in her relationship with her father (Charlie), her mother (Renée), and her forbidden relationship with Edward Cullen and their struggles to fight for their love and their happiness. In order to support the study, there are theories that are used; namely Theory of Character and Characterization, Theory of Psychological Approach, Theory of Love, Theory of Achievement Motivation, and Theory of Human Attractiveness.

B. Objective of the Study

The aim of this study is to find the meaning of love as experienced by Isabella (Bella) Swan, the main character of Stephenie Meyer’s Twilight.
C. Problem Formulation

The problems of this study can be formulated as follow:

1. How is Isabella (Bella) Swan described in the novel?
2. How does Bella Swan experience her love?

D. Definition of Terms

In order to avoid misunderstanding, the following is the list of the terms used in this study:

1. The meaning of love

In this study, the word “the meaning of love” means to explain the nature of love as experienced by Bella Swan. It deals with her view of love and how she experiences her love in the novel.

2. Twilight = faint light after sunset or before sunrise. (Oxford Advanced Learner’s Dictionary)

In the novel, ‘twilight’ symbolizes, as Edward said in the novel, the end of the day and the beginning of the night; it reflects the end of Bella’s normal life and the beginning of Bella’s extraordinary experience with her vampire lover, Edward Cullen. Although ‘twilight’ is only a dim light, it has its own beauty, the beauty of the beginning of Bella’s love story with Edward. The title, Twilight, also shows that it is the beginning of the story since it is followed by New Moon, Eclipse, and Breaking Dawn.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of four parts, namely Review of Related Theories, Theoretical Framework, Review of the Biographical Background, and Context of the Novel. Review of Related Theories reviews the theories that are applied in conducting the study. Only those which are directly relevant to the study are included. Theoretical Framework explains the contribution of the theories and reviews in solving the problems. Review of the Biographical Background reviews the biography of Stephenie Meyer, the author of *Twilight*, in order to see the influences of the author’s past experience on the main character of *Twilight*. Context of the Novel deals with the time and place setting of the novel, during its making and its publishing.

A. Review of Related Theories

The first part of Chapter II consists of five parts, namely Theory of Character and Characterization, Theory of Psychological Approach, Theory of Love, Theory of Achievement Motivation, and Theory of Human Attractiveness. Theory of Character and Characterization discusses the theory of character and characterization. Theory of Psychological Approach emphasizes on what a psychological approach is, the theory of Freud’s ego, superego, and id, and a further explanation about Freud’s theory of id as it would be the focus of this study in indicating how love has been viewed in the
novel. Theory of Love discusses the theory of love by a psychologist Robert Sternberg. Theory of Achievement Motivation discusses the intrinsic motivation which could be found in books about achievement motivation. Interpersonal attraction, focusing on physical attractiveness, proximity, and similarity as key factors, would be the main discussion in Theory of Human Attractiveness.

1. **Theory of Character and Characterization**

   According to writer guide webpage on [http://web.uvic.ca](http://web.uvic.ca), characters are the persons presented in works of narrative or drama who convey their personal qualities through dialogue and action by which the reader or audience understands their thoughts, feelings, intentions and motives. In Rahmanto’s *Metode Pengajaran Sastra* (1988), Koesnosoebroto argues that “a character must be believable or convincing.” He describes that a character has to be consistent in his behavior, clearly motivated and credible. Their attitude and action must be suitable with the personality given by the author, so the story of a fiction is plausible. The naturalness of the characters relates to lifelines.

   Rohrberger and Woods state in their book *Reading and Writing about Literature* (1971: 19) that, “characters have an important role in a story since they help the readers to participate vicariously in the experience or the story by sharing imaginatively the feelings or the activities of the characters in the story.” While Van de Laar and Schonderwoerd in their book *An Approach to English Literature* (1963: 170) say that “there are
two main elements (of a novel) that should be employed in a story; they are the story or the plot and the people or the characters.” Almost the same with others, Little in his book Approach to Literature: An Introduction to Critical Study of Content and Method in Writing (1981: 91) states that “a novel is greatly concerned with a character so that a novel is expected to present one or a few characters in considerable depth”. A novel is expected to present the development of characters and explore deeply in personal relationship of the characters.

According to Kenney in his book How to Analyze Fiction (1968: 28-29), there are two kinds of character, namely:

a. Simple (flat) characters

It is easy to recognize simple or flat characters because the readers see only one side of the characters and these characters are familiar types to the readers.

b. Complex (round) characters

The complex or round characters cannot be described only in one phrase. They have some capability in surprising the readers because of the changes in their character.

A little bit different from Kenney, Eastman in Guide to Novel (1965: 18-19) says that “flatness is the natural tool of satire, which simplifies and exaggerates a character’s follies in order to expose them”; while de Laar and Schonderwoerd in Approach to English Literature (1963: 171) argue
that “flat characters are often quite serviceable, especially as comic characters.”

In literary works, characters need to be portrayed by the writer. A narrative writer has to develop his/her characters of the novel to bring about attractions for readers; this phase is called characterization. According to Ellen on http://www.tnellen.com, characterization is the method used by a writer to develop a character. The method includes (1) showing the character's appearance, (2) displaying the character's actions, (3) revealing the character's thoughts, (4) letting the character speak, and (5) getting the reactions of others.

Rohrberger and Woods in their book Reading and Writing about Literature (1971: 20) define the word “characterization” as “the process by which an author creates character, the devices by which he makes us believe a character is the particular type of person he is.” Murphy in his book Understanding Unseens (1972: 161), points out nine ways in which an author attempts to make his characters understandable to and come alive for his readers, namely:

a. Personal description

The author describes a person’s appearance and clothing. In describing his character, the author uses some adjectives to tell the readers the details of the character’s appearance such as his face, skin, eyes, and his body. It is important because each character has an individual aspect so that the reader can have a better imagination.
b. Character as seen by another

The author describes a character’s personality by letting the other characters in the story tell what they see from the characters they encounter. So the readers will gain some clues through the judgment of the other characters.

c. Speech

The reader will gain some clues to a person’s character through the character’s own words. When he gives his opinion in conversation with another, he is reflecting his personality. From his speech we know his attitude toward other characters and life.

d. Past life

The author can also describe his or her character by letting the readers learn some events or experiences about the character’s past life that has some close connection to his present life. The author gives a clue about the character’s past experiences or moments which have influenced and formed the character’s personality. This can be done through some straight comment from the author himself through his conversation with the other characters or through the means of another character.

e. Conversation of others

The author gives the readers hints to a character’s personality from the other character’s conversation about other character.
f. Reactions

The author can describe the character’s personality through his reaction on different situations and moments, so that the readers may know the quality of the character in dealing with the situations and moments encountered by the character.

g. Direct comment

The author can describe the character’s personality explicitly by giving his opinion and comment about the character.

h. Thought

The author lets the readers know the character’s personality by stating explicitly what is in the character’s mind. The readers are led to the mental process of the character that conveys ideas.

i. Mannerism

The author describes the character’s behavior and also his habits either the positive or the negatives ones. From his habits and behavior the readers can know the reflection of his personality.

In his book *Structure, Sound and Sense* (1974: 69), Perrine says that “to be convincing, characterization must also observe three principles.”

The principles are:

a. Consistency in behavior

Characters must not behave one way on one occasion and a different way on another unless there is a clearly sufficient reason for the changes.
b. **Motivation**

Characters should be motivated in whatever they do especially when there is any change in their behavior. Readers must be able to understand the reasons for what they do if not immediately, or at least by the end of the story.

c. **Plausibility**

Characters must be plausible or lifelike. They must be relevant to the readers. Characters must have some traits which are the same as those of human beings in the real world.

2. **Theory of Psychological Approach**

In his book, *An Outline of Psychoanalysis* (1949), Sigmund Freud wrote that psychoanalysis makes a basic assumption, the discussion of which falls within the sphere of philosophical thought, but the justification of which lies in its result. There are two things concerning human psyche or mental life: firstly, its bodily organ and scene of action, the brain (or nervous system), and secondly, human’s acts of consciousness, which are immediate data and cannot be more fully explained by any kind of description. The most well-known theory of Freud’s is the theory of ego, superego, and id.

Referring to Sigmund Freud’s theory of ego, superego, and id, Lawrence A. Pervin and Oliver P. John wrote on their book, *Personality: Theory and Research* (1997), that ego seeks reality. The ego’s function is to express and satisfy the desire of the id in accordance with the reality and
the demands of the superego. Pervin and John also wrote that superego represents the moral branch of human’s functioning, containing the ideals that humans strive for and the punishments (guilt) they expect when they violated their ethical code. This structure functions to control behavior in accordance with the rules of society, offering rewards (pride, self-love) for “good” behavior and punishments (guilt, feelings of inferiority, accidents) for “bad” behavior. Contrasting to the superego is the id. The id represents the source of all drive energy. The energy for a person’s functioning originally resides in the life and death, or sexual and aggressive instincts, which are part of the id. In its functioning, the id seeks the release of excitation, tension, and energy. It operates according to the pleasure principle – the pursuit of pleasure and the avoidance of pain. In operating this way, the id seeks immediate, total release. It has qualities of a spoiled child: it wants what it wants when it wants it. The id cannot tolerate frustration and is free of inhibitions. It shows no regard for reality and can seek satisfaction through action or through imagining that it has gotten what it wants; the fantasy of gratification is as good as the actual gratification. It is without reason, logic, values, morals, or ethics. In sum, the id is demanding, impulsive, blind, irrational, asocial, selfish, and finally, pleasure-loving.

In Freud’s An Outline of Psychoanalysis (1949), the id contains everything that is inherited, that is present at birth that is fixed in the constitution. Sigmund Freud added that the power of the id expresses the
true purpose of the individual organism’s life. This consists in the satisfaction of its innate needs.

As discussed in http://wiki.answers.com, a Psychological Approach is a theory created by a psychologist. This theory is applied to different aspects of Psychology; the approach basically provides an explanation of a specific topic from a certain point of view; and one of the most important figures in Psychology is Sigmund Freud.

In http://en.wikipedia.org/wiki/Psychology, it is clearly stated that from the 1890s until his death in 1939, the Austrian physician Sigmund Freud developed a method of psychotherapy known as psychoanalysis. Freud's understanding of the mind was largely based on interpretive methods, introspection and clinical observations, and was focused in particular on resolving unconscious conflict, mental distress and psychopathology. Freud's theories became very well-known, largely because they tackled subjects such as sexuality, repression, and the unconscious mind as general aspects of psychological development.

3. **Theory of Love**

According to Sternberg (Van Wagner, ___), relationships built on two or more elements are more enduring that those based upon a single component. Sternberg uses the term **consummate love** to describe a combination of intimacy, passion, and commitment. While this type of love is the strongest and most enduring, Sternberg suggests that this type of love is rare.
As written in http://en.wikipedia.org/wiki/Triangular_theory_of_love, psychologist Robert Sternberg described love in ‘triangular theory of love’, the theory which characterizes love within the context of interpersonal relationships by three different components, namely; **intimacy, passion, and commitment**. Intimacy encompasses feelings of closeness, connectedness, and bondness. Passion encompasses drives that lead to romance, physical attraction, and sexual consummation. Commitment encompasses, in the short term, the decision to remain with another, and in the long term, the shared achievements and plans made with that other. Different combinations of these three components result in different types of love. For example, a combination of intimacy and commitment results in compassionate love, while a combination of passion and intimacy leads to passionate love.

In http://en.wikipedia.org/wiki/Triangular_theory_of_love, it is also stated that the size of the triangle functions to represent the "amount" of love - the bigger the triangle the greater the love. The shape of the triangle functions to represent the "type" of love, which may vary over the course of the relationship:

a. **Nonlove** is the absence of all three of Sternberg's components of love.

b. **Liking/friendship** in this case is not used in a trivial sense. Sternberg says that this intimate liking characterizes true friendships, in which a person feels a bondness, warmth, and closeness with another but not intense passion or long-term commitment.
c. **Infatuated love** is pure passion. Romantic relationships often start out as infatuated love and become romantic love as intimacy develops over time. However, without developing intimacy or commitment, infatuated love may disappear suddenly.

d. **Empty love** is characterized by commitment without intimacy or passion. Sometimes, a stronger love deteriorates into empty love. In cultures in which arranged marriages are common, relationships often begin as empty love and develop into one of the other forms with the passing of time.

e. **Romantic love** bonds individuals emotionally through intimacy and physically through passionate arousal.

f. **Companionate love** is an intimate, non-passionate type of love that is stronger than friendship because of the element of long-term commitment. Sexual desire is not an element of companionate love. This type of love is often found in marriages in which the passion has gone out of the relationship but a deep affection and commitment remain. The love ideally shared between family members is a form of companionate love, as is the love between close friends who have a platonic but strong friendship.

g. **Fatuous love** can be exemplified by a whirlwind courtship and marriage in which a commitment is motivated largely by passion without the stabilizing influence of intimacy. A relationship, however, whereby an individual party agrees to sexual favors purely out of
commitment issues, or is pressured/forced into sexual acts does not comprise Fatuous love, and instead tends more to Empty love.

h. **Consummate love** is the complete form of love, representing an ideal relationship toward which people strive. Of the seven varieties of love, consummate love is theorized to be that love associated with the “perfect couple”. According to Sternberg, such couples will continue to have great sex fifteen years or more into the relationship, they can not imagine themselves happy over the long-term with anyone else, they overcome their few difficulties gracefully, and each delight in the relationship with one other. However, Sternberg cautions that maintaining a consummate love may be even harder than achieving it. He stresses the importance of translating the components of love into action. "Without expression," he warns, "even the greatest of loves can die". Thus, consummate love may not be permanent. If passion is lost over time, it may change into companionate love.

4. **Theory of Achievement Motivation**

The research cited on achievement motivation exemplifies expectancy-value theory. Atkinson et. al. (in Petri, 1981) have developed a model for achievement behavior that emphasizes the stable personality characteristics of need for achievement (or the motive for success or failure). They added to these stable characteristics that “achievement behavior is thought to depend upon one’s expectancy of succeeding in a particular situation, indexed by the individual’s subjective probability of
success” (Petri, 1981: 257). Finally, the value of reaching the goal in terms of pride of accomplishment or shame of failure is also regarded as important in determining achievement behavior.

In his book, Motivation: Theory and Research (1981), Herbert L. Petri stated that “one of the most perplexing findings in the literature on achievement motivation is the fact that women do not seem to react to achievement-oriented situations in the same manner as men”. Horner (in Petri, 1981) has proposed that women possess a stable personality that she has named “fear of success”. Research on the concept of fear of success has led to mixed results. Petri (Petri, 1981) emphasizes that “more research is needed before any degree of confidence can be placed in the fear-of-success construct”.

Achievement has usually been studied in terms of intrinsic variables. According to Ryan and Deci (in Oudeyer and Kaplan, 2009), intrinsic motivation is defined as “the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.” For example, a child that does thoroughly his homework might be motivated by avoiding the sanctions that his parents could give him in case he would not do it. The cause for action is here clearly external, and the homework is not done for its own sake but for the separate outcome of not getting sanctions. Here the child is extrinsically and externally motivated.
On the other hand, it is possible that a child could do thoroughly his homework because he is persuaded that it will help him get the job he dreams of, later when he will be an adult. In this case, the cause for action is internally generated, and the homework is again not achieved for its own sake but because the child thinks it will lead to the separate outcome of getting a good job. Here the child is internally and extrinsically motivated.

Finally, it is also possible that a child does thoroughly his homework for the fun of it, and because he experiences pleasure in the discovery of new knowledge or considers for example its math problem just as fun as playing a video game. In this case, his behavior is intrinsically and internally motivated.

In their book, Oudeyer and Kaplan (Oudeyer and Kaplan, 2009) stated that “intrinsic motivation is a crucial mechanism for open-ended cognitive development since it is the driver of spontaneous exploration and curiosity”.

The introduction of the theory of curiosity was taken from http://www.beswick.info/psychres/curiosityintro.htm. According to David Beswick, a lecturer in Centre for Applied Educational Research, University of Melbourne, Australia, curiosity is a process of creating, maintaining and resolving conceptual conflicts. Such conflicts arise from a lack of fit between an incoming signal or stimulus and a cognitive map or category system which represents the world from past experience. It is
built upon some very primitive unlearned responses, such as the orienting response which directs attention to new stimuli or to anything which stands out from the background in one's perception of the environment. While curiosity is a state commonly experienced by all people, and there are some events which arouse curiosity in almost everyone, it is also a trait which is much more typical of some people than others. The trait which varies between people is seen in the way that some events will be seen by some people as strange or peculiar while others will pass them by with little interest.

5. Theory of Human Attractiveness

According to Karen Huffman, Mark Vernoy, and Judith Vernoy (Huffman et al., 1997: p579-581), there are three key factors in human attraction. They are physical attractiveness, proximity, and similarity. This part of the thesis would discuss those three key factors.

a. Physical Attractiveness

Physical attractiveness (size, shape, facial characteristics, and manner of dress) is one of the most important factors in people’s initial liking or loving of others (Hatfield and Sprecher, 1996 in Huffman et al., 1997: p579). By the time people reach their adulthood, attractive individuals are seen by both men and women as more poised, interesting, sociable, independent, intelligent, and sexually warm (Eagly et al., 1991; Jackson et al., 1995 in Huffman et al., 1997: p579).
However, research also shows that physical attractiveness loses its importance once a relationship goes beyond its initial stages.

b. Proximity

Attraction also depends on people being in the same place at the same time, making proximity, or physical nearness, another major factor in attraction. A study of friendship in college dormitories found that the person next door was more often liked than the person two doors away, the person two doors away was liked more than someone three doors away, and so on (Priest and Sawyer, 1967 in Huffman et al., 1997: p581).

Proximity promotes attraction largely because of mere exposure. Just as familiar people become more physically attractive over time, repeated exposure to all sorts of stimuli apparently increases overall liking (Bornstein, 1989; White and Shapiro, 1987 in Huffman et al., 1997: p581). Research also shows that liking for presidents and movie stars is strongly correlated to the number of times they appear in the mass media (Harrison, 1977 in Huffman et al., 1997: p581).

c. Similarity

The major cementing factor for long-term relationship, whether liking or loving, is similarity. People tend to prefer, and stay with, people who are most like them – those who share the same ethnic background, social class, interests, and attitudes (Chapdelaine et al., 1994; Hilton and von Hippel, 1996 in Huffman et al., 1997: p581).
B. Theoretical Framework

The reviews of the related theories, especially the theories of character and characterization, psychological approach, and the theory of love, have a role in giving basic information about those topics; so that, the study would be possible to be conducted. The biography of Stephenie Meyer as the author of *Twilight* is needed as the focus of the study using psychological approach. It is to see the influences of the author’s past experience on the novel and the creation of the main character, Bella Swan. This would lead to the answer of how Bella Swan character has been developed in Stephenie Meyer’s *Twilight*. The review of Mormonism provides an explanation of Stephenie Meyer’s religious background that may influence her writing. Then, it would be possible to see how love has been viewed in the novel through the character of Bella Swan and all events that she experiences.

The context of the novel is beneficial in providing the information about the condition when Stephenie Meyer’s *Twilight* was in the making. It provides cinematic influences on the author which are reflected in her writing. Every part in the Review of the Related Literature has important roles in conducting the study on Stephenie Meyer’s *Twilight* using psychological approach.

C. Review of Biographical Background

Review of Biographical Background is divided into two parts, namely; The Biography of Stephenie Meyer and The Review of Mormonism. The
Biography of Stephenie Meyer is presented to support the study by reviewing the author’s past experiences or any events that may influence her writing. The Review of Mormonism discusses The Church of Jesus Christ of Latter-day Saints and its doctrine. It is presented based on the fact that Stephenie Meyer is a Mormon and it is to support the study by providing information about the Stephenie Meyer’s religious life and what may influence her writing.

1. The Biography of Stephenie Meyer

The biography of Stephenie Meyer as the author of *Twilight* was taken from [http://en.wikipedia.org/wiki/Stephenie_Meyer](http://en.wikipedia.org/wiki/Stephenie_Meyer). It is stated on the site that Stephenie Meyer was born in Hartford, Connecticut, to Stephen and Candy Morgan. She grew up in Phoenix, Arizona, with five siblings: Seth, Emily, Jacob, Paul, and Heidi. She attended Chaparral High School in Scottsdale, Arizona. She then attended Brigham Young University in Provo, Utah, where she received a B.A. in English in 1997. Meyer met her husband Christian, nicknamed "Pancho", when she lived in Arizona, and married him in 1994 when they both were 21 years old. They have three sons: Gabe, Seth, and Eli. Christian Meyer, formerly an auditor, has now retired to take care of the children.

Stephenie Meyer is a member of The Church of Jesus Christ of Latter-day Saints and has stated that she is "straitlaced" about her beliefs, and does not drink alcohol or smoke. Stephenie Meyer had never written even a short story before *Twilight*, and had considered going to law school.
because she felt she had no chance of becoming a writer; she later noted that the birth of her oldest son Gabe changed her mind. Before becoming an author, Stephenie Meyer's only professional work was as a receptionist in a property company. She currently lives in Cave Creek, Arizona, and also owns a home on Marrowstone Island, Washington.

Stephenie Meyer said that the idea for Twilight came to her in a dream on June 2, 2003. The dream was about a human girl and a vampire who was in love with her but thirsted for her blood. Based on this dream, Stephenie Meyer wrote the transcript of what is now Chapter 13 of the book. In three months, she had transformed her dream into a completed novel, though she claims that she never intended to publish Twilight and was writing for her own enjoyment. Her sister's response towards the book was enthusiastic and she persuaded Meyer to send the manuscript to literary agencies. Of the 15 letters she wrote, five went unanswered, nine brought rejections, and the last was a positive response from Jodi Reamer of Writers House. Eight publishers competed for the rights to publish Twilight in a 2003 auction. By November, Stephenie Meyer had signed a $750,000 three-book deal with Little, Brown and Company.

Stephenie Meyer acknowledges that her faith has influenced her work. In particular, she says that her characters “tend to think more about where they came from, and where they are going, than might be typical.” Stephenie Meyer also steers her work from subjects such as sex, despite the romantic nature of the novels. She said that she did not consciously
intend her novels to be Mormon-influenced, or to promote the virtues of sexual abstinence and spiritual purity, but admitted that her writing was shaped by her values. She said that she did not think her books would be really graphic or dark because of who she was. She said that there would always be a lot of light in her stories.

2. The Review of Mormonism

The review of Mormonism is provided to see Stephenie Meyer’s religious background since it may have influenced her writing. The review was taken from http://en.wikipedia.org/wiki/Mormonism. The term Mormonism derived from the Book of Mormon, the faith's earliest religious text along with the Bible. Based on the name of that book, early followers of founder Joseph Smith, Jr. were called Mormons, and their faith was called Mormonism.

Mormon theology is a form of restorationism that shares a common set of beliefs with the rest of the Latter Day Saint movement, including use of the Bible, as well as other religious texts including the Book of Mormon and Doctrine and Covenants. It differs from other Latter Day Saint movement traditions in that it also accepts the Pearl of Great Price as part of its canon, and it has a history of teaching eternal marriage, eternal progression, and plural marriage (although the Church of Jesus Christ of Latter-day Saints had abandoned the practice by the early 20th century). Cultural Mormonism includes a lifestyle promoted by the Mormon
institutions, and includes cultural Mormons who identify with the culture, but not necessarily the theology.

Mormons believe that the church founded by Joseph Smith in 1830 was a literal restoration of primitive Christianity, restored and led by modern prophets including Joseph Smith, Jr. and Brigham Young. Thus, Mormonism classifies itself within Christianity. Mormons believe that after a time the Church as established by the Lord fell into spiritual decay.

http://www.bbc.co.uk/religion/religions/mormon/socialvalues/ethics_1.shtml is one of websites that discuss Mormonism and its doctrine. It is the BBC’s official website. In the website previously mentioned, it is clearly stated that Mormons believe that it is important to lead their lives in a way that is pleasing to God. There is a doctrine of Mormonism that control a Mormon's ethical behavior. This doctrine is divided into three parts, namely Ethics, Sexual Ethics, and Medical and Life Ethics.

Ethics deal with honesty, alcohol, tobacco, tea, coffee and drugs, gambling, language, and occult practices. Sexual Ethics range on relationships, contraception and birth control, homosexuality, pornography, and polygamy. Mormons believe that sexual desires should only be satisfied in heterosexual marriage. Sex is not only for having children but as an expression of a couple's unity. Sex outside marriage is banned, and this includes any sexual relations before marriage and necking or petting. Sexual perversions are banned, and so is masturbation. Medical
and Life Ethics emphasize more on abortion, euthanasia, infertility treatment, organ transplant, and suicide.

Though the religion quickly gained a large following of Christian seekers, in the 1830s, many American Christians came to view the church's early doctrines and practices as politically and culturally subversive. This disagreement led to a series of sometimes-deadly conflicts between Mormons and non-Mormon Christians. Today, there are no longer violent conflicts between Mormons and non-Mormons on the basis of religious principles. Nevertheless, the religion's unique doctrinal views and practices still generate dismissive criticism, as well as efforts by Mormons and non-Mormon Christians to proselytize each other.

D. Context of the Novel

In his review in the *Sacred Tribes Journal Volume 3 Number 2* entitled *Twilight: Movie Review* (2008), John W. Morehead discusses the cinematic influences on the Twilight author, Stephenie Meyer, that are reflected in her writing. According to John W. Morehead and the data that he points out in his review (Morehead, 2008), beyond the tragic teen love story elements of classic literature in *Romeo and Juliet*, other vampire films seem to have influenced the author, such as *Buffy the Vampire Slayer*, *Underworld*, and *The Lost Boys*. From 1997-2003 U.S. teenagers and other television viewers enjoyed the romantic relationship between Buffy in *Buffy the Vampire Slayer* and Angel, a vampire with a soul, as they pursued not only romance but also
saved the world each week from various monsters. *Underworld* (2003) not only involves romance between mortals and vampires, but also introduces the narrative element of conflict between the vampires and another iconic creature of horror, the werewolf. This is only hinted as a subplot in Stephenie Meyer’s *Twilight* through references to an ancient myth and hostility between these creatures, but this element is expanded upon in subsequent books in the series. An additional cinematic influence can be seen in *The Lost Boys* (1987), a film about two teenage boys who move to a new town only to encounter trouble through romantic connections to a vampire. *The Lost Boys* involves a subtext of broken traditional family structures, a social issue that came to the fore in the 1980s; and while *Twilight* does not address this in a major way, it can be seen as a background issue in regards to Bella’s divorced parents and her fragile relationship with her father (Morehead, 2008).
CHAPTER III
METHODOLOGY

The methodology of the study in finding the meaning of love as experienced by Isabella (Bella) Swan in Stephenie Meyer’s *Twilight* is divided into three parts, namely; Object of the Study, Approach of the Study, and Method of the Study. Object of the Study discusses the primary focus or the object of this study to answer the problems that have underlined the need of this study to be conducted. Approach that would be used to conduct the study would be discussed in the Approach of the Study section. Method of the Study is essential to explain how the study would be conducted; from the data gathering to the data processing.

A. Object of the Study

The objects of this study are the psychological view of love through Isabella Swan (Bella) as the main character in Stephenie Meyer’s *Twilight* and all the events happen in the novel she experiences. The object of the study would be studied using a psychological approach or psychological criticism. As told in the novel, Bella Swan falls in love with Edward Cullen and their love story has drawn many readers and fans all over the world to enjoy a complicated love story. How love has been viewed through Bella Swan character is the main focus of this study to find the message that the author, Stephenie Meyer, wants to convey in this novel through Bella’s relationship with her parents and with Edward. In finding the answer, it is essential to
indicate how Bella Swan character has been developed by the author of the novel, Stephenie Meyer, and how Stephenie Meyer’s personality and her religious background affect her creation of Bella Swan character; it includes studying Stephenie Meyer’s biography and her religious background, which is Mormonism, in order to indicate what events or facts that may affect her and her later creations of Isabella Swan in her novel, Twilight.

B. Approach of the Study

The approach that is selected in conducting this study is Psychological Criticism. This approach reflects the effect that modern psychology has had upon both literature and literary criticism. The psychological study of a particular character usually studies how an author’s biographical circumstances affect or influence the character’s motivations or behavior. It is an analysis of fictional characters using the language and methods of psychology. This approach is selected in order to indicate the influences of the author’s past experience on the main character of the novel; in this case, Stephenie Meyer’s biography to indicate Bella Swan character in Twilight and to reveal her view of love.

C. Method of the Study

The method used in this study is library research. The first data collecting process was held on Friday, October 9th, 2009 at multimedia laboratory in Sanata Dharma University. The data collection was held by accessing the
internet in order to find any sources and materials related to the topic of the study. The process took place for about three hours. The related materials downloaded from the internet was about psychology, psychological approach, Sigmund Freud’s ego, superego, and id, character, characterization, and Twilight review.

Besides electronic sources as secondary sources, this study also referred to literature sources as the primary sources. The literature sources are books of Twilight novel by Stephenie Meyer, Sigmund Freud’s theory of psychoanalysis which also includes the theory of ego, superego, and id, and Pervin and John’s theory of personality. Most of the literature sources were borrowed from the library of Sanata Dharma University on Saturday, October 10\textsuperscript{th} and 17\textsuperscript{th}, 2009. The second and third data collecting processes lasted for two hours in every occasion.

In order to gain more information for the thesis, more data collecting processes were done for several times in 2010. On May 27\textsuperscript{th}, 2010, a data collecting process was conducted in the library of Sanata Dharma University in Paingan to find information about Robert Sternberg’s theory of love and the theory of human attractiveness. Data collecting processes were also done by browsing the internet. These were conducted in three different occasions. On June 13\textsuperscript{th}, 2010, the data collecting process was to find information about theory of curiosity and the concept of intrinsic motivation, which apparently could be found in books about achievement motivation. Review of Twilight was the focus of the data collecting process conducted on June 20\textsuperscript{th}, 2010. The
fact that Stephenie Meyer, the author of Twilight, is a Mormon led to the need of understanding the religious background of Stephenie Meyer. Therefore, on July 21st, 2010, another data collecting process was conducted. It was focused on Mormonism and its doctrine. It has an important role since it may have influenced Stephenie Meyer’s style of writing or her story of Twilight. On April 10, 2011, a data collecting process was conducted focusing on swan’s life to find the meaning of Bella Swan’s name.

The novel Twilight by Stephenie Meyer was read more than three times in order to achieve a deeper understanding of the story in the novel. In efforts to indicate how the main character has been developed in the novel, the biography of Stephenie Meyer plays an important part of which her life events are the keys of how she developed the character of Isabella (Bella) Swan in her novel of Twilight. From indicating how the main character has been developed in the novel, the study is more possible to indicate how love has been viewed through Bella Swan character in Stephenie Meyer’s Twilight and to reveal the answers of the problems earlier mentioned in Chapter I.

The process of Chapter IV and Chapter V has taken place since March 25th and May 6th, 2011. Chapter IV consists of two parts; namely, Bella Swan’s Character and Love as Experienced by Bella Swan. Bella Swan’s Character discusses the characters of Isabella (Bella) Swan as the main character of the novel. It discusses the physical appearance and personality traits of Bella Swan through the events that Bella experiences in the novel and what other characters in the novel think of Bella in order to answer the question of how
the author has developed Bella Swan’s character. The discussion would also deal with the influences of Stephenie Meyer’s (as the author of *Twilight*) background, both her past life and her religious background on the creation of the main character, Bella Swan. Love as Experienced by Bella Swan deals with two major talking points; the surface meaning of love and the deeper meaning of love. It deals with Bella Swan’s relationship with her father (Charlie Swan), her mother (Renée), and her vampire lover (Edward Cullen).

Meanwhile, Chapter V also consists of two parts; namely Conclusion and Suggestion. Conclusion deals with the findings in the study. Suggestion discusses the suggestions for future researchers and for English teachers.
CHAPTER IV

ANALYSIS

This chapter consists of two parts; namely, Bella Swan’s Character and Love as Experienced by Bella Swan. Bella Swan’s Character discusses the characteristics of Isabella (Bella) Swan as the main character of the novel. It discusses the physical appearance and personality traits of Bella Swan through the events that Bella experiences in the novel and what other characters in the novel think of Bella in order to answer the question of how the author has developed Bella Swan’s character. The discussion would also deal with the influences of Stephenie Meyer’s (as the author of Twilight) background, both her past life and her religious background on the creation of the main character, Bella Swan. Love as Experienced by Bella Swan deals with two major talking points; the surface meaning of love and the deeper meaning of love. It deals with Bella Swan’s relationship with her father (Charlie Swan), her mother (Renée), and her vampire lover (Edward Cullen).

A. Bella Swan’s Character

The characteristics of Isabella (Bella) Swan as the main character of the novel are discussed in this part of the thesis. It includes the physical appearance and personality traits of Bella Swan which are analyzed through the events that Bella experienced in the novel and what other characters in the novel think of Bella in order to answer the question of how the author has
developed Bella Swan’s character. The discussion would also deal with the influences of Stephenie Meyer’s background, both her past life and her religious background on the creation of the main character.

1. Physical Appearance

Before starting the discussion of Bella Swan’s character, it is better to discuss her name first, Isabella Swan. It can be a clue for her character, a clue behind her creation. Isabella is her first name, but in the novel she prefers to be called ‘Bella’, instead of ‘Isabella’. Stephenie Meyer did not mention the reason in the novel or in her official website. It may be just a common name. The curiosity is on her surname, her family name, Swan. The word ‘swan’ refers to “a large graceful (usually white) water-bird with a long thin neck” (Cowie, 1994). Physically, the beauty of a swan can reflect the beauty of Bella as seen in the novel that Eric, Mike, Tyler, and Edward became her admirer. Although Bella’s beauty has been questioned in her official website, Stephenie Meyer admitted that it was “modeled by her life experience” that “beauty is subjective” (http://www.stepheniemeyer.com/twilight_faq.html). Another interesting fact of swans is that they “usually pair for life and have elaborate courtship rituals including the famous heart shape they make with their necks” (http://www.fairford.org/SwanAid/swan_life_cycle.htm). This statement that swans mate for life reflects Bella’s ambition to live forever with Edward. This is also the case with Bella’s father, Charlie Swan. The
further discussion about Bella’s and Edward’s relationship and also about
Charlie Swan would be discussed in the later part of this chapter.

In the beginning of the story, readers are indirectly informed that Bella
Swan is seventeen years old, because readers must count her age at the last
time she spent a month of summer in Forks when she was fourteen plus
the last three years that Charlie vacationed with her in California; this can
be found on page 3-4. Bella’s parents divorced when she was only a few
months old, but the exact number is not mentioned in the novel. Bella
lived with her mother in Phoenix since then.

Bella is ivory-skinned, despite the constant sunshine in Phoenix. She is
slender, but soft somehow, obviously not an athlete; she does not have the
necessary hand-eye coordination to play sports without humiliating herself
and harming both herself and anyone else who stood too close to her. (10)

2. Personality Traits

The discussion of Bella’s personality traits is divided into some parts
based on each of her trait. The information covering the discussion is
obtained by observing Bella’s action, conversation, and confession
through narration, and other characters’ opinion about Bella.

a. Unselfish

The story starts with Bella’s goodbye to Phoenix; this beginning of
the novel also shows the first personality trait Bella Swan has. Bella
has a character of trying her best to make someone that she loves
happy even though she has to suffer. It can be seen on page 4 of Stephenie Meyer’s *Twilight*.

"Bella," my mom said to me — the last of a thousand times — before I got on the plane. "You don't have to do this."

.....

"I *want* to go," I lied. I'd always been a bad liar, but I'd been saying this lie so frequently lately that it sounded almost convincing now. (4)

In the quotation above, Bella admitted to herself that she is a bad liar. But, readers can see that Bella lied to her mother for her mother’s own sake. Although it is not clearly pointed out in the quotation above, Bella’s true intention is to give her mother more time with Phil, Renée’s husband. She wanted to make her mother happy and she had to pay the price by living with her father, Charlie Swan, in Forks. This fact is supported by a conversation between Bella and Edward Cullen when Edward was trying to find out about Bella on page 49.

"She stayed with me at first, but she missed him. It made her unhappy...so I decided it was time to spend some quality time with Charlie." My voice was glum by the time I finished.

"But now you're unhappy," he pointed out.

.....

His gaze became appraising. "You put on a good show," he said slowly. "But I'd be willing to bet that you're suffering more than you let anyone see." (49)

This conversation between Bella and Edward convinces the readers that Bella has moved in to Forks to live with Charlie for her mother’s sake. She wanted her mother to live happily with Phil, and so, she gave her a chance to spend more time together with Phil.
Beyond the true intention of Bella’s decision to live with Charlie, the conversation above also shows the readers that Bella tends to think as a mature girl. She believed that life was not fair; she did not deny it, but she accepted it. Bella Swan was an unselfish person. She thought more about her mother’s happiness than her own. Bella Swan was a caring person, especially to those she loved.

The evidence of Bella’s true intention can also be found on page 4. It says that Bella did not like Forks, but she intended to go to Forks for her mother’s sake. Bella loved Phoenix. She loved the heat, and she did not like the cold or the wet; it is clearly stated in the conversation between Bella and Edward during their Biology class on page 47-48.

"It's too bad about the snow, isn't it?" Edward asked.
......
I was still trying to dislodge the stupid feeling of suspicion, and I couldn't concentrate.
"You don't like the cold." It wasn't a question.
"Or the wet."
"Forks must be a difficult place for you to live," he mused.
"You have no idea," I muttered darkly. (47-48)

b. Careful

The conversation on page 47-48 also shows Bella’s suspicion toward Edward. It shows that Bella was actually a careful person, at least, to someone she just knew for a short period of time. This fact can also be seen in the earlier part of the conversation on page 43-44 when Edward introduced himself to Bella. In the conversation, readers can see Bella’s suspicion toward Edward. She wanted to know how
Edward knew that she preferred to be called Bella, because they never had a conversation before and everyone in the town, apart from Charlie, called her Isabella at the first time they met her. She was a careful person although this conversation felt a bit awkward.

She was also being careful when she was herded by four men in Port Angeles on page 161. She was careful in calculating her chances of survival against four men before she was saved by Edward.

c. Curious

Curiosity is one of Bella’s characters. Throughout the novel, Bella has become curious toward Edward and his vampire family. Then, on page 413, it shows Bella’s curiosity on how a person can become a vampire, the conversion.

"Would you tell me the truth, though?"
"Yes. I will always tell you the truth." Her voice was earnest.
I deliberated for a moment, and decided she meant it.
"Tell me then… how do you become a vampire?"
My question caught her off guard. She was quiet. I rolled over to look at her, and her expression seemed ambivalent. (412-413)

Alice’s answer to Bella’s question then became the beginning of the decision that Bella made to live with Edward forever which also led to an argument between the romantic couple. This would be discussed further in the later stage of this chapter.

d. Observant

On page 188 when Bella had a conversation with Edward, Edward said that Bella was observant. He said that because of her theory about
Edward’s eyes. The truth is actually Bella being observant to Edward’s face only because she could not take her eyes away from his face. She did not even notice the clothes that Edward wore at school for most of the time.

"Your eyes. I told you I had a theory. I’ve noticed that people — men in particular — are crabbier when they’re hungry."

He chuckled. "You are observant, aren't you?"

I didn't answer; I just listened to the sound of his laugh, committing it to memory. (188)

e. Not talkative

The conversation between Bella and Eric, her classmate in English class, on page 16 seems like a one-way conversation; Eric asked questions and Bella answered in few syllables without asking back. Readers can see the proof that Bella was not a talkative person, especially during her early time living in Forks when she was still trying to adapt to the new environment. It supports Bella’s statement on page 5.

But it was sure to be awkward with Charlie. Neither of us was what anyone would call verbose, and I didn't know what there was to say regardless. (5)

Inheriting from Charlie, Bella is more like a quiet person. She preferred to be alone. It shows that she was actually an independent girl.

More evidence that Bella was not a talkative person can be found on page 17.
One girl sat next to me in both Trig and Spanish, and she walked with me to the cafeteria for lunch.

.....

I couldn't remember her name, so I smiled and nodded as she prattled about teachers and classes. I didn't try to keep up. (17)

This part of the novel also shows the readers that although Bella was not interested in the topic of the girl’s talking, she kept pretending that she was listening just to please her.

f. Independent

In this paragraph, readers can find the fact that Bella was annoyed by Mike’s and Eric’s behavior, but her statement that ‘I wasn't sure if I didn't prefer being ignored’ causes a question about what she actually means.

Possibly my crippling clumsiness was seen as endearing rather than pathetic, casting me as a damsel in distress. Whatever the reason, Mike's puppy dog behavior and Eric's apparent rivalry with him were disconcerting. I wasn't sure if I didn't prefer being ignored. (55)

It is simple to say that she needed to be alone without her friends; but, there is something more. Her doubt shows that some parts of her said that she needed her friends, but as a matter of fact, Mike’s being a puppy and Eric’s rivalry with him has annoyed Bella. So, there were also other parts of Bella that said she would better be alone. What she meant is that she actually needed her friends, but not their annoying behavior they did around her. This also reflects the fact that it did not matter for her to be on her own.
g. Melancholic

This paragraph is Bella’s true feeling about living in Forks and everything that she had on that day, including her homecoming present from Charlie, an old 1960s Chevy. This paragraph shows Bella’s character as a melancholic person. She did not like Forks, but she pretended to smile and look pleased. It was a price she had to pay for her mother’s happiness and for Charlie’s.

It was nice to be alone, not to have to smile and look pleased; a relief to stare dejectedly out the window at the sheeting rain and let just a few tears escape. I wasn't in the mood to go on a real crying jag. I would save that for bedtime, when I would have to think about the coming morning. (9)

h. Emotionally inexpressive

This part of the novel shows another character of Bella. She was not comfortable with expressing her emotions. She inherited this character from her father, Charlie. This can be seen on page 7 when Charlie said that he wanted Bella to be happy living in Forks while looking forward at the road, instead of looking at Bella.

Cowardly as ever, I shifted my hair over my right shoulder to hide my face. I couldn't believe the rush of emotion pulsing through me — just because he'd happened to look at me for the first time in a half-dozen weeks. (73-74)

i. Forgiving

Bella Swan was a forgiving person. This can be seen on page 60 when Tyler almost accidentally crushed her to death with his van and apologized to Bella in the hospital. Bella was saved by Edward Cullen
in the accident. Bella was safe and did not even hurt herself even a bit, but Tyler kept apologizing to her although she already forgave him. It is a good message or a good example for readers to follow, being forgiving, a message that Stephenie Meyer provides in her novel.

j. Brave

In the novel, Bella has been described as a brave person. On page 30, she planned to confront Edward Cullen due to his awkward response toward Bella on the first day of school. It is true that Bella had her intention in order to find out what was Edward’s problem and she did have enough courage to confront the person who had treated her badly at the first time they met. Bella was also brave when she decided not to be afraid of Edward after she found out that Edward was a vampire, but to love him with all her heart. On page 444, Bella was so brave and relieved; relieved to know that her mother was not in danger and she was only tricked, and brave to face the hunter alone. It is hilarious to find out that, despite her near-death experience, Bella was still afraid of needles and dancing. It is shown in Edward’s statements in the hospital on page 462 and when he was taking her to prom on page 486.

k. Clumsy

This is what every Twilight reader must have known. In the novel, Stephenie Meyer has described Bella Swan through her actions and her own confession that she was a clumsy girl.
Charlie gave me an awkward, one-armed hug when I stumbled my way off the plane. "It's good to see you, Bells," he said, smiling as he automatically caught and steadied me. "You haven't changed much. How's Renée?" (5-6)

This character of Bella has also become the main plot of the story. Later on in the novel, readers can see that it was Bella’s clumsiness and recklessness that put her in a death-facing situation, and it was also her clumsiness which became her alibi made up by the Cullens to cover the fight against James, a vampire hunter who wanted to kill Bella for fun and to enjoy Edward’s revenge later on.

On page 17, readers can also find that Bella was not used to talk in front of people. She got nervous and tripped her own boots on the way to her seat in Mr. Varner’s Trigonometry class. This reflects Bella’s clumsiness.

Readers can find Bella’s recognition of her clumsiness on page 55. Throughout the novel, Bella did not deny the fact that she was a clumsy person. Her acceptance of who she was and her acceptance of her weaknesses are good examples for young readers to accept who they are and to develop their abilities. It is a good message conveyed by the author, Stephenie Meyer.

In order to support the fact on pages 5-6 and 55, page 75 shows Bella’s clumsiness when she was about to leave Edward, but she caught the toe of her boot on the doorjamb and dropped her books. It also emphasizes Bella’s main character throughout the novel. On page 
459, readers can find how Bella’s clumsiness has been used to cover the fight with the hunter, James. Edward said that the alibi was well-planned and well-thought since it could happen in regard to Bella’s balance problem.

1. Clever

After a difficult first week in Forks, Bella started to feel comfortable. That was because she had found new friends. It was on Monday morning that people greeted her in the parking lot, and although she did not know all their names, she waved back and smiled at them. This can be found on page 38-39. On the same page, she had a quiz on Wuthering Heights. It was easy for her. It reflects Bella as a clever student. It is true that Bella had problems in Gym, but in academic subjects, she was smart.

In some parts of the novel, Bella showed her ability to think critically as it is shown on page 384 and 391-392. On page 384, Bella unexpectedly made a good plan to get away from Forks, to run from the hunter, James, without putting her father and the Cullens in trouble. While on page 391-392, Bella was inspired by her tears coming down her cheek. She made a plan to pretend breaking up with Edward in order to leave the house without giving anything for her father, Charlie, to be suspicious of.

Bella’s being smart can also be seen on page 428.

"I'm sorry to hear that. I was hoping you would be a little more creative than that. Do you think you could
get away from them if your mother's life depended on it? Answer yes or no."

Somehow, there had to be a way. I remembered that we were going to the airport. Sky Harbor International Airport: crowded, confusingly laid out...
"Yes." (428)

It is a conversation that Bella had with the hunter when she got a phone call from him. She was cornered with the thought that her mother was in danger. She took advantage of her familiarity to the airport surroundings in order to get away from her friends, Jasper and Alice. The detailed process of her escape can be found on page 437-439.

Even though it is quite obvious that Bella was smart, but when she knew that the ones she loved were in danger, she panicked. It can be seen on page 410 when Bella had a conversation with Alice. She also panicked on page 425. It is true that Bella looked smart at the first place when she knew how to get away from Alice and Jasper to save her mother, and when she actually did; but, there was a sense of panic. She did cleverly make her escape, but she did not notice that her panic creeping inside of her led her to make reckless decisions. It started when she was afraid that her mother would come home earlier to Phoenix and she decided to make a call for home and left a message and a phone number (420-421). It was smart to warn her mother first, but she did not think that James would come to the house and open the message before her mother. Then, when she decided to get away from
Alice and Jasper to face James alone in order to save her mother on page 437-439, Bella cleverly panicked and her mind was full of thought to give her life in order to save her mother. Bella so panicked (although, she tried to stay calm) that she did not remember the vision Alice had on page 415 about the hunter running a VCR, and watching TV. Bella’s being smart, then, became ridiculous when readers reach page 444 when Alice’s vision became true. James ran a VCR to trick Bella as if he had her mother in captivity. Bella became reckless because she cared too much about others so that she miscalculated her chances of survival.

3. Stephenie Meyer’s Influences on Bella Swan

Bella Swan’s characteristics cannot be separated from the influence of her creator, Stephenie Meyer. There are some parts of the story that reflect Stephenie Meyer herself. As it is stated in her biography that Stephenie Meyer lives in Phoenix, she created Bella Swan’s character as a girl from Phoenix who moved to Forks. It is also because of her familiarity of Phoenix that Stephenie made Bella’s escape from Alice and Jasper at Sky Harbor International Airport.

On her official website, Stephenie Meyer stated that Bella’s transformation from an average-looking girl during her school in Phoenix into a beautiful swan princess in Forks with all her admirer was modeled from Stephenie’s own experience during her move from a high school in
Scottsdale, AZ to college in Provo, Utah. Stephenie, of course, did not change at all physically, but it is merely because beauty is subjective. The same thing happened with Bella Swan. Stephenie Meyer’s personal taste also affects on Bella. On page 130 when Bella listened to a CD, it was Linkin Park’s CD as Stephenie stated as her favorite band on her official website.

It is not only Stephenie Meyer’s historical background that affects her Bella Swan character, but it is also her religious background. Being a Mormon, Stephenie affects the creation of Bella as a virgin girl as implicitly discussed on page 310-311.

He seemed to deliberate for a moment. "I'm curious now, though," he said, his voice light again. "Have you ever...?" He trailed off suggestively. "Of course not." I flushed. "I told you I've never felt like this about anyone before, not even close." "I know. It's just that I know other people's thoughts. I know love and lust don't always keep the same company." "They do for me. Now, anyway, that they exist for me at all," I sighed. "That's nice. We have that one thing in common, at least." He sounded satisfied. "Your human instincts..." I began. He waited. "Well, do you find me attractive, in that way, at all?" He laughed and lightly rumpled my nearly dry hair. "I may not be a human, but I am a man," he assured me. (310-311)

The main doctrine of Mormonism is avoiding temptations. This is reflected in the conversation between Bella and Edward above. Edward admitted that Bella was attractive, but as the color of Mormonism affected the story, he kept Bella as who she was. Bella was sure, of course, that she
was a virgin. It seems like Stephenie wants to convey a message of how teenagers’ relationship should be done. Stephenie admitted in her biography that she is strait-laced and she gave the same color to Bella Swan.

B. Love as Experienced by Bella Swan

Love as Experienced by Bella Swan discusses the love relationship between Bella Swan and three other characters; they are Charlie Swan, Renée, and Edward Cullen. These three characters are selected for the discussion because they had the strongest relationship with Bella and also were involved in the main plot in Stephenie Meyer’s Twilight. The discussion is classified into two types of discussion; the discussion on the surface meaning and the discussion on the deeper meaning.

1. Surface Meaning of Love as Experienced by Bella Swan

The discussion on the surface meaning of love as experienced by Bella Swan deals with the actual condition of Bella’s relationship with her parents (Charlie Swan and Renée) and her vampire lover (Edward Cullen) as stated in the novel. It also discusses the characters of those three characters to see their influences on their relationship with Bella.

a. Bella’s Love to Her Father (Charlie Swan)

Charlie Swan had some characters that Bella had. It was because Bella inherited those characters from him. In the discussion of Bella’s
character, it has been discussed about the meaning of Bella’s surname, Swan. Swans usually mate for life. The same thing also applies for Charlie Swan. This paragraph shows that Charlie has not remarried and forgotten Bella’s mother, Renée.

It was impossible, being in this house, not to realize that Charlie had never gotten over my mom. It made me uncomfortable. (12)

On page 5, it is clearly stated that Bella and Charlie were not verbose or talkative. Bella thought that it would be awkward with Charlie and she knew that he was more than a little confused by Bella’s decision to live with him.

It was the longest speech I'd ever heard Charlie make. He must feel strongly about whatever people were saying. (37)

This is Bella’s statement on page 37. It shows that Charlie was not used to speak long, at least in front of Bella. It is supported by the fact that is found on page 11.

Breakfast with Charlie was a quiet event. He wished me good luck at school. I thanked him, knowing his hope was wasted. Good luck tended to avoid me. Charlie left first, off to the police station that was his wife and family. (11)

It is clear to understand that Charlie was a quiet person. Evidence can be found on page 54 when Bella said that living with Charlie was like having her own place. Charlie had left for work before Bella got downstairs. Bella felt like she found herself trapped in the aloneness instead of being lonely. In means that Bella felt alone although Charlie
was with her and lived with her; and not being lonely, because she was not unhappy being on her own. Charlie was too dedicated to his job as a police chief in Forks.

Besides being a quiet person, Charlie was actually caring and dedicated to his job. He cared about Bella. It may be a form of redemption not spending enough time with her during her childhood. Evidence of Charlie being caring to Bella can be found on page 55 when Bella arrived at Forks High School. It was a terrible day with frozen rain from the night before in a form of black ice that covered the road, but Bella got to school safely. She realized that Charlie had got up early to put snow chains on the truck. Bella was surprised by Charlie’s unspoken concern.

Having dinner with Charlie was always in silence. This issue is brought up again on page 356 when Bella was about to tell Charlie that she had a plan to spend the afternoon with Edward at the Cullens’. Then, on the next page, readers can see the concern that Charlie had for Bella thinking that Bella would date Emmet.

"Oh, well, that's" — he struggled — "better, I guess. I don't like the look of that big one. I'm sure he's a nice boy and all, but he looks too… mature for you. Is this Edwin your boyfriend?"
"It's Edward, Dad." (357)

It is clearly seen that Charlie wanted to make sure that Bella got the best she could and to make sure that he gave the best for Bella. Soon after, he allowed Bella to leave with Edward. Charlie cared about
Bella; this maybe Bella had not noticed, but Charlie wanted to be a good father for Bella, or even the best, maybe.

On page 240, Charlie planned to cancel his fishing trip just to make sure that he would be there if Bella needed him. He knew that he left Bella alone too much, but here Bella said that she was just like him; she did not mind to be alone. This is a proof that Bella had a lot in common with her father, Charlie. Bella was independent, like her father. This is also a proof that Charlie cared about Bella and wanted to spend more time with her. The same thing can be seen on page 149.

I watched TV with Charlie after dinner, for something to do. There wasn't anything on I wanted to watch, but he knew I didn't like baseball, so he turned it to some mindless sitcom that neither of us enjoyed. He seemed happy, though, to be doing something together. And it felt good, despite my depression, to make him happy. (149)

Here, Charlie seemed happy to spend time together and do something together with Bella. In the paragraph, Charlie also tried to be caring; realizing that Bella did not like sport, he turned to other channel although he did not like the show, and apparently Bella did not like it either. Charlie probably did not notice that, but it did not matter. They did spend time together, and Bella also felt good to make Charlie happy.

On page 382-383, Bella insisted not to leave Charlie alone at home, because she knew that a vampire hunter, James, would track her scent to the house. She knew that James would kill Charlie. Knowing
that Charlie’s life is at stake, Bella insisted to go home arguing against Edward’s idea to take her away to save her. Although Charlie was not around her when she needed him, especially during her childhood, Bella appreciated all the things Charlie had done to make it up during her stay at Forks.

In the novel, Bella did not mention that she loved Charlie, but her action that she did to come back for him in order to make sure that Charlie was safe reflects it. Bella loves Charlie, at least to pay all the things that Charlie did for Bella in Forks.

b. Bella’s Love to Her Mother (Renée)

It is clearly stated in the paragraph on page 4 that Renée looked like Bella.

My mom looks like me, except with short hair and laugh lines. I felt a spasm of panic as I stared at her wide, childlike eyes. How could I leave my loving, erratic, hare-brained mother to fend for herself? Of course she had Phil now, so the bills would probably get paid, there would be food in the refrigerator, gas in her car, and someone to call when she got lost, but still... (4)

Bella lived with her mother, Renée, since she was only a few months old after they left Forks and Charlie and lived in Phoenix, AZ. They spent so much time together; that was the reason why it was hard for Renée to let Bella go to Forks. It was also hard for Bella to leave her mother, but she did that for Renée’s own sake. Bella wanted to give her mother more time to spend with her new husband, Phil.
The fact that physically Renée looked like Bella is supported by the conversation between Bella and Edward on page 105.

"She looks a lot like me, but she's prettier," I said. He raised his eyebrows. "I have too much Charlie in me. She's more outgoing than I am, and braver. She's irresponsible and slightly eccentric, and she's a very unpredictable cook. She's my best friend." I stopped. Talking about her was making me depressed. (105)

Here, Bella admitted that physically she looked like Renée, but she inherited Charlie’s personality traits. Bella spent her childhood with Renée so that she knew Renée so well. Bella admitted that Renée was her best friend and it was hard for her to talk about her mother.

Renée might be a good mother, but she was not the best one. Since Bella was her only child, Renée was too protective toward Bella. As Bella said in the novel, Renée always knew how to panic. She worried too much. This fact can be seen in the emails she sent to Bella on page 33-34.

First email:

Bella, 
Write me as soon as you get in. Tell me how your flight was. Is it raining? I miss you already. I'm almost finished packing for Florida, but I can't find my pink blouse. Do you know where I put it? Phil says hi. Mom. (33)

Second email:

Bella, 
Why haven't you e-mailed me yet? What are you waiting for? Mom. (33)
Third email:

Isabella,
If I haven't heard from you by 5:30 p.m. today I'm calling Charlie. (34)

Bella was lucky that she read the emails at 4:30 so that she could reply her mother’s message to calm her down and to let her know that she was fine. Renée’s character of being protective can also be seen on page 66. It was after Bella had an accident in which she was saved by Edward Cullen so that she was not crushed by Tyler’s van. Bella was saved by Edward and she was fine, but apparently Charlie had called Renée before going to the hospital to check Bella’s condition. The accident drove Renée wild. She wanted Bella to go home, but Bella, knowing all about her mother and knowing how to calm her down, resisted Renée’s plea. After all, Bella managed to assure her that she would be fine. That calmed her down.

Bella’s love to her mother can be clearly seen on page 427-428 when she received a call from the vampire hunter, James. Bella made a reckless decision when she thought that James had her mother. As discussed in Bella’s character in the early part of this chapter, Bella became reckless when she knew that someone that she loved was in danger. Thinking that Renée was in danger, Bella made a reckless decision to leave Alice and Jasper to face James alone hoping that James would let Renée go. It shows that Bella also cared and loved her mother. She wanted to protect her from James; the same way that she
did when she thought that Charlie was in danger. But this time, it could cost Bella her life, and she knew that. The information about Bella’s thoughts when making her reckless decision can be found on page 430 and in the letter she wrote for Edward on page 432.

Slowly, slowly, my thoughts started to break past that brick wall of pain. To plan. For I had no choices now but one: to go to the mirrored room and die. I had no guarantees, nothing to give to keep my mother alive. I could only hope that James would be satisfied with winning the game, that beating Edward would be enough. (430)

In the paragraph above, Bella thought that her mother was in danger. She also told Edward about that in her letter on page 432. That is the reason why Bella decided to come to James.

It is clearly seen in the novel that Bella loves her mother more than her own life. For Bella, her love to her parents is the most grateful thing she has. She honors her parents.

c. Bella’s Love to Her Vampire Lover (Edward Cullen)

The relationship between Bella Swan and Edward Cullen has become the main plot of the story. It has also become the main attraction for readers all over the world. Bella Swan, a girl from Phoenix who moved in to Forks, fell in love with Edward Cullen, a vampire who could read minds. Edward, after waiting for a very long time, finally found a girl he loved.
In the story, the Cullens have been described to have appealing physical appearance. They were all described as beautiful angels; it includes Edward Cullen, the youngest of them.

I stared because their faces, so different, so similar, were all devastatingly, inhumanly beautiful. They were faces you never expected to see except perhaps on the airbrushed pages of a fashion magazine. Or painted by an old master as the face of an angel. It was hard to decide who was the most beautiful — maybe the perfect blond girl, or the bronze-haired boy. (19)

Edward was one of Doctor Cullen’s foster kids. The Cullens consisted of seven members of the family; they were Doctor Cullen (Carlisle) and his wife Esme and their foster kids (Emmett, Alice, and Edward Cullen, and Rosalie and Jasper Hale). Edward was the only member of the family who did not have a partner until he found Bella. Emmet dated Rosalie and Alice dated Jasper.

As I examined them, the youngest, one of the Cullens, looked up and met my gaze, this time with evident curiosity in his expression.

......

"Which one is the boy with the reddish brown hair?" I asked. I peeked at him from the corner of my eye, and he was still staring at me, but not gawking like the other students had today — he had a slightly frustrated expression. I looked down again.

"That's Edward. He's gorgeous, of course, but don't waste your time. He doesn't date. Apparently none of the girls here are good-looking enough for him." She sniffed, a clear case of sour grapes. I wondered when he'd turned her down. (22)

The conversation between Bella and Jessica on page 22 is clear evidence that Edward was gorgeous and he did not date (yet). It is also
clearly stated that Edward seemed curious and frustrated about Bella. The reason could be found on page 172-175 in the novel which would be discussed in later parts of the study.

On page 26, after the Biology class a boy named Mike approached Bella. He said that Edward was a weird guy. Well, Mike said that because he did not know him so well. Edward and his family were a mystery for most of the people who lived in Forks; and Edward was definitely a huge mystery for Bella. His actions since the first time they had a Biology class together on page 23-24, his argument with a woman in the office in order to trade his Biology class to another time on page 26-27 until his absence from school on page 30-31 have caused Bella curious about the problem that Edward may have about her presence.

I was relieved that I had the desk to myself, that Edward was absent. I told myself that repeatedly. But I couldn't get rid of the nagging suspicion that I was the reason he wasn't there. It was ridiculous, and egotistical, to think that I could affect anyone that strongly. It was impossible. And yet I couldn't stop worrying that it was true. (31)

Bella actually had a plan to confront Edward to find out his problem, but he kept missing school. On page 38, Bella felt that she was responsible for Edward’s absence. When Edward came back to school, he merely put more curiosity for Bella to find out about who he actually was. On page 42, in the cafeteria Edward kept staring at Bella. Then, on page 43-44 he introduced himself to Bella in the Biology
class. Comparing to Edward’s reaction toward Bella’s presence the last
time they met, Edward’s being nice and friendly to her was a big
question for Bella. On the same page, readers can find the fact that
Bella admired Edward’s beautiful crooked smile.

"On the contrary, I find you very difficult to read."
Despite everything that I’d said and he’d guessed, he
sounded like he meant it.
"You must be a good reader then," I replied.
"Usually." He smiled widely, flashing a set of perfect,
ultrawhite teeth. (50)

In the conversation between Edward and Bella on page 50 above, it
can be seen that Bella was not the only person who was curious about
Edward, but in fact Edward was also curious about Bella. There is also
a clue for the answer that can be found on page 172-175 when Edward
agreed that he was usually a good reader.

On page 54, Bella admitted that she was eager to go to school
because she would meet Edward, but she was also suspicious of him
lying to her about his eyes the day before. At school, a car accident
happened to Bella (56), but she was lucky. Edward was there to save
her from being crushed by Tyler’s van. Edward protected Bella and
stopped the skidding van with his hands. Bella believed that before the
accident she saw Edward standing four cars down from Bella. At
unreasonable speed, he reached Bella on time and saved her. When
Bella asked him how he got to Bella so fast, Edward lied saying that he
was next to her (57). Then, on page 64-65, Edward kept insisting that
he would not tell the truth to Bella despite Bella’s appeal.
I was consumed by the mystery Edward presented. And more than a little obsessed by Edward himself. Stupid, stupid, stupid. I wasn't as eager to escape Forks as I should be, as any normal, sane person would be. I decided I might as well go to bed early that night. Charlie continued to watch me anxiously, and it was getting on my nerves. I stopped on my way to grab three Tylenol from the bathroom. They did help, and, as the pain eased, I drifted to sleep. That was the first night I dreamed of Edward Cullen. (67)

Here, Bella admitted that she was obsessed by Edward Cullen. Edward was a mystery for her. She dreamed of Edward that night. After that night, nearly every night Bella dreamed of him. Bella also realized the reason why there was no one else who saw Edward before the car accident. She realized that she gave more awareness toward Edward than others did (68-69). Bella’s curiosity about Edward has dragged her deeper and deeper in love with him. The more she thought of him, the more she fell in love with him.

On page 74-75, Edward put more questions in Bella’s thought when he said that it was better if they were not friends. This led to Bella’s thought on page 79 when she thought of what Edward meant by saying that it was better if they were not friends. Then, she thought that Edward could see how she was absorbed by him and he was not interested in her at all. In the same paragraph, readers can see how Edward was from Bella’s point of view. She pictured him as an interesting, brilliant, mysterious, perfect, and beautiful person.
On page 84, Edward offered a ride for Bella when she wanted to go to Seattle. Edward also said that it would be better if they were not friends, not that he did not want to be.

"It would be more...prudent for you not to be my friend," he explained. "But I'm tired of trying to stay away from you, Bella." (84)

Edward admitted that he actually wanted to be with Bella, but his warning seemed to refer to something else; that he was dangerous for Bella. It is obvious that Edward had two obsessions; one was to keep Bella away and the other was to be with Bella.

On page 87-89, Edward had a lunch with Bella. They sat together at the cafeteria. That was the moment when they decided to try to be friends, but still Edward warned her that he was not a good friend for her that she should avoid him if she were smart. They seemed close to each other since then.

Bella invited Edward to come with her and her friends to La Push beach, but he refused it (103). At La Push beach, Bella wondered what Edward was doing at that moment. Edward’s refusal to come to La Push beach led to a scary story after a local boy from the reservation said that the Cullens did not come to La Push (121). The tone when he said that showed that it seemed like they were not allowed to be in the reservation area of the local Indian tribe, the Quileutes. Then, Bella insisted Jacob to tell her about the local legend about the origin of the tribe and their natural enemies, the cold ones (124). Jacob told Bella
that the Cullens were vampires, according to the legend. This scary legend did not frighten Bella, though.

When Bella was in Port Angeles, she was in a big problem as four men cornered her. They intended to do something bad to her. Suddenly Edward came and saved her again (161).

On page 165, Edward took Bella to have dinner with him after he saved her from four men who intended to do something bad to Bella and knew that he kept her from dinner. It shows how thoughtful Edward was. Then, Bella had her chance to ask questions to Edward. On page 172-176, Edward told Bella how he could find her in Port Angeles. Bella also found out that Edward was able to read minds. This was the reason why Edward looked frustrated the first time he met Bella; because he could not read Bella’s mind. This fact attracted him to Bella since Bella was a mystery for him. On page 184, Bella decided and she told Edward that it did not matter of who Edward was. She found her answer. Edward told her the truth on page 186-190. Bella was not afraid after knowing the truth. She loved him.

About three things I was absolutely positive. First, Edward was a vampire. Second, there was part of him — and I didn't know how potent that part might be — that thirsted for my blood. And third, I was unconditionally and irrevocably in love with him. (195)

Bella admitted to herself that she was deeply in love with Edward Cullen. Then she admitted it to Jessica in Trigonometry class (205). Bella thought that Edward did not like her as much as she liked him.
This Bella’s thought was contradicted by Edward’s confession on page 245. Edward admitted to Bella that she fascinated him. For Edward with the ability he had to read minds, Bella was so unpredictable because Edward could not read her mind.

Edward gave Bella his trust. He showed Bella how he looked like under the sun (260-285). In this chapter, Edward gave Bella the reason why he was absent from school after the first time they met in the Biology class. Edward left because he wanted to keep Bella away from him. He knew that he was dangerous for her to be near to and he knew that she would be safe if he was not around. Apparently, that made him want her more. Then, he assured himself that he was strong enough to be with her, so he returned to Forks. In the chapter, there is a confession between Edward and Bella.

My head was spinning at the rapid change in direction our conversation had taken. From the cheerful topic of my impending demise, we were suddenly declaring ourselves. He waited, and even though I looked down to study our hands between us, I knew his golden eyes were on me. "You already know how I feel, of course," I finally said. "I'm here... which, roughly translated, means I would rather die than stay away from you." I frowned. "I'm an idiot."

"You are an idiot," he agreed with a laugh. Our eyes met, and I laughed, too. We laughed together at the idiocy and sheer impossibility of such a moment. "And so the lion fell in love with the lamb..." he murmured. I looked away, hiding my eyes as I thrilled to the word. "What a stupid lamb," I sighed. "What a sick, masochistic lion." He stared into the shadowy forest for a long moment, and I wondered where his thoughts had taken him. (273-274)
Edward, symbolized as a lion, declared his love to Bella, symbolized as a lamb.

A question comes up; if Edward knew he was dangerous for Bella to be near to, then why did he decide to be with her? It was because Bella’s abnormal behavior. A normal person would be scared and terrified after knowing that Edward was a vampire, but Bella was not. She fell in love with him and she did not care who Edward actually was. Edward himself loved Bella and wanted to be with her so that he could protect her. In Edward’s point of view, Bella was special. She was mysterious. Edward’s inability to read Bella’s mind has attracted him to Bella and dragged him deeper to the thought of finally finding someone he has been looking for in his immortal life. Edward, of course, had two desires about Bella (339). He hoped that someday Bella would change her mind and run away from Edward so that she would be safe. Yet, he also had a desire to be with Bella. Bella had confessed to Edward that she wanted to be with him (292). So, it was a clear, but not easy decision made by Edward to be with Bella.

On page 378-379, a conflict involving Bella, the Cullens, and another pack of vampires; Lauren, Victoria, and James, happened. Edward crouched forward to protect Bella from James. Edward felt guilty for exposing Bella in his family’s baseball game (374) because they met another pack of vampires who wanted to kill Bella, especially James. He wanted to kill Bella for fun and sport and to enjoy Edward’s
revenge later on. The Cullens saved Bella and took her away from Forks after they made sure that Charlie would be safe. They tricked the vampire hunter, James. Bella went with Alice and Jasper to Phoenix while the rest of the Cullens tried to lure James away to the opposite direction and to keep Charlie safe from James and Victoria.

In Phoenix, Bella had to leave Alice and Jasper to face James alone because he said that he had her mother, Renée. Bella left a letter for Edward.

"Edward," I wrote. My hand was shaking, the letters were hardly legible. I love you. I am so sorry. He has my mom, and I have to try. I know it may not work. I am so very, very sorry.
Don't be angry with Alice and Jasper. If I get away from them it will be a miracle. Tell them thank you for me. Alice especially, please.
And please, please, don't come after him. That's what he wants. I think. I can't bear it if anyone has to be hurt because of me, especially you. Please, this is the only thing I can ask you now. For me.
I love you. Forgive me.
Bella (432)

Bella left this letter for Edward to find. She gave the letter to Alice telling her that it was for her mother. Bella knew that it was Edward who would lose her the most if she died. Then, it was her job to anticipate that and to protect Edward from James. Besides the letter, on page 445-450 Bella refused James demand for Bella to tell Edward to avenge her when he recorded the moment of Bella’s suffering with a
camera; a message for Edward. She kept telling Edward not to come after James. When Bella was unconscious, an angel saved her from James and from James’ venom after he bit Bella’s hand (456). Bella, then, realized that the angel was Edward. Edward and his family succeeded in defeating James and saved Bella.

After being saved by Edward and his family, Bella had a question in her mind about the reason why Edward did not let the venom spread so that she would be just like him by then. Then, Bella asked Edward to change her, but Edward kept refusing her plea (473-474). Edward tried to convince Bella that she actually did not know what she wanted. After all, Bella’s plea was a kind of commitment she wanted to make in her relationship with Edward Cullen. It reflects the beauty of her surname, Swan.

2. **Deeper Meaning of Love as Experienced by Bella Swan**

The discussion on the deeper meaning of love as experienced by Bella Swan deals with the true intention of Bella’s decisions that she took and her actions that she did in the novel. It also discusses the motivation behind Bella’s decisions and actions related to her relationship with her parents (Charlie Swan and Renée) and her vampire lover (Edward Cullen).

In Bella’s relationship with her father, it is obvious that Charlie may not be the best father in the world because he was not there when Bella needed him, but he tried to. He was not there much during Bella’s
childhood because of the divorce and he was not there and spent much
time with Bella, either, when Bella moved in to Forks because of his duty
as a chief police. Apparently, this constant absence of Charlie did not
affect much on Bella’s psychological behavior.

According to George, Main, and Kaplan (in Santrock, 2007), a
consistent rejection of attachment needs by caregiver (in this case, Charlie
Swan) may result in that “parents and adolescence may mutually distance
themselves from each other, which lessens parents’ influence” (Santrock,
2007: 384). This situation is called dismissing-avoidant attachment. This
situation is linked with violent and aggressive behavior in some
adolescents. In this case of the study, violent and aggressive behavior is
not found in Bella’s experience. The constant absence of Charlie is
apparently overcome by the presence of the caring, loving and protective
mother, Renée.

Renée’s consistent presence for Bella had huge influences on Bella’s
psychological development. Violent and aggressive behavior as a result of
dismissing-avoidant attachment is not found in Bella. This is the outcome
of the replacement of Charlie’s absence by the presence of the caring,
protective, and loving mother. Renée’s presence is a guarantee for Bella to
have a proper education and knowledge through their experiences
together. The consistent presence of Renée’s love and care in Bella’s
childhood gave good influences on Bella’s psychological development.
This fact is supported by the finding on page 444 about the video when
Bella was twelve years old. Bella went to see her grandmother in California with Renée. The fact that Renée was a caring and loving mother can also be found on page 4.

Bella’s love to Charlie is clearly seen during a moment in the novel when Bella insisting to come home in order to make sure that Charlie was safe after she met the vampire hunter, James (382-383). Bella did not want to leave Charlie because she knew that Charlie was not safe. If the hunter tracked her home, he would kill Charlie. That is why Bella wanted to make sure that Charlie was safe before she left him. It is clearly seen that the action Bella did was internally generated because she did that on her own will, but it led to a separate outcome to make sure that Charlie was safe. So, Bella was internally and extrinsically motivated.

Once Bella knew that Charlie was safe, she decided to go with Edward, but she had to find a way so that Charlie would let her go. She knew that James would follow her from the house. That would leave Charlie safe.

He spun me around to look at him, and I could see in his face that he had no intention of letting me leave. I could think of only one way to escape, and it involved hurting him so much that I hated myself for even considering it. But I had no time, and I had to keep him safe. (393)

.....

"Just let me go, Charlie." I repeated my mother's last words as she'd walked out this same door so many years ago. I said them as angrily as I could manage, and I threw the door open. "It didn't work out, okay? I really, really hate Forks!" (394)
Bella did hurt her father’s feeling, but she did that for his own sake. It was also the first time Bella called Charlie by the name in front of him. Renée did not allow her to do so. Bella’s leaving her father led to other facts. Bella left Charlie because she knew that James would follow her and leave Charlie alone, she knew that Charlie was safe, and she knew that she would be going with Edward. It means that Bella was internally motivated. She was also extrinsically and intrinsically motivated. She was extrinsically motivated because her action led to a separate outcome of Charlie’s being safe, and at the same time she was also intrinsically motivated because she knew that she would be going with her vampire lover, Edward Cullen. It is undisputed that Bella’s affection toward Edward made her want to be with him all the time.

When Bella knew that she had her answer of who Edward really was, she was not scared, but she knew that she loved him and wanted nothing more than to be with Edward.

And I knew in that I had my answer. I didn't know if there ever was a choice, really. I was already in too deep. Now that I knew — if I knew — I could do nothing about my frightening secret. Because when I thought of him, of his voice, his hypnotic eyes, the magnetic force of his personality, I wanted nothing more than to be with him right now. (139)

Before deciding that she wanted to be with him, Bella had an internal conflict of whether she should leave Edward and keep distance from him as he advised her to or she should ignore the fact that she found of who Edward actually was and stick with him. Bella decided to be with Edward
because she knew that she loved him. It means that she was internally and intrinsically motivated in deciding her action. Nevertheless, Bella did not have the confirmation from Edward. It was her own hypothesis based on the story that Jacob told her.

On page 260-285 (Chapter 13 of the novel), Edward gave Bella his trust. He showed Bella how he looked like under the sun. In this chapter, Edward told Bella the reason why he was absent from school after the first time they met in the Biology class. Edward left because he wanted to keep Bella away from him. He knew that he was dangerous for her to be near to and he knew that she would be safe if he was not around. Apparently, that made him want her more. Then, he assured himself that he was strong enough to be with her, so he returned to Forks. Edward’s decision to leave Forks was internally and extrinsically motivated. He was internally motivated because it was his own decision to leave Forks. He was also extrinsically motivated because it led to a separate outcome of Bella’s safety if he was away.

It is obvious that Bella’s and Edward’s love story is a romantic love according to Robert Sternberg’s triangular theory of love. Romantic love is “also called passionate love or eros; it has strong components of sexuality and infatuation, and it often predominates in the early part of a love relationship” (Santrock, 2007). According to Sternberg (in Santrock, 2007), a relationship which is marked by passion and intimacy is called romantic love. Both passion and intimacy can be seen in Edward’s and
Bella’s relationship, but Edward tried to keep the passion in their relationship remain in the right and safe corridor. He wanted to make sure that Bella was safe when she was with him.

As stated above, it is obvious that Bella’s and Edward’s relationship is considered as romantic love, but the fact that is found on page 309-310 when Bella talked about marriage with Edward brought a new question; is that some kind of commitment? If it is a commitment, then their love is consummative love, the complete and perfect form of love. After a further study of *Twilight*, that can not be considered as commitment, because commitment must come from both of them while the case found on page 309-310 says that it was only Bella who was committed to the marriage idea. Edward said that he did not think it was possible for them. So, their love remains as romantic love as it is considered before. Yet, the commitment between Edward and Bella can be found in Stephenie Meyer’s *Breaking Dawn*, the last book of the *Twilight* Saga, when they finally get married and have a child, but, of course, it would not be discussed in this study.

The biggest questions to answer in this study lie in Bella’s letter and her decision to face the vampire hunter alone. The content of Bella’s letter is clear. Bella wanted to save her mother because she knew that her mother was in danger. That was the reason why she had to leave Alice and Jasper. It is true that Bella made the decision to leave Alice and Jasper to save her mother after James called her and told her to do so, but it was also Bella’s
own decision not to let anyone get hurt because of her. In this case, the action or the decision Bella took was externally generated because James told her to do so and, at the same time, it was also internally generated because it was Bella’s own will not to let anyone get hurt. Then, it led to another question why Bella would give her life to save her mother. Of course, Bella was being so brave to face James when she knew she had no hope of winning the battle, but there was something more than a mere bravery she had. The courage she felt when knowing that she would die in order to save her mother (although she had no guarantee about it) was nothing in any degree of a comparison to the honor to die in a place of someone she loved. Her desperate attempt to save her mother was merely because of the honor she had. Bella said in the novel that it was a noble thing to do to save someone she loved though she had to die to do so. She believed her death could save a lot of people, not only Charlie and Renée, but also the Cullens; that was the reason why she left a letter for Edward. Bella knew that she would have no chance of winning the battle against James. She told Edward not to take revenge. She did not want anyone get hurt because of her. The letter symbolizes Bella’s effort to protect everyone that she loved. She was willing to sacrifice her life to protect everyone that she loved.

Bella was badly injured after the clash with James, the vampire hunter. She was lucky to have the Cullens to save her. In the hospital, Renée asked Bella to go home with her, but she refused her. Bella insisted to stay in
Forks (466-467). For all the reasons she provided her mother with, there was only one reason that she was totally sure about, that she wanted to stay in Forks because she did not want to stay away from Edward and she wanted to be with him. Bella’s decision is internally and intrinsically motivated. She made her decision without any pressure from anyone, and she wanted to be with Edward.

Although Edward heard what Bella said to her mother, he suggested Bella to go with Renée. Edward’s suggestion for Bella was internally and extrinsically motivated. The separate outcome of Bella’s safety if she went home with Renée was merely an effort to keep Bella safe. Bella denied it and convinced Edward that she would be safer and happier if she stayed in Forks. Bella was afraid of Edward’s leaving her, but he assured her that he would stay (470-471). It shows that, according to Bella, love is something worth fighting for. She knows exactly where she can find her happiness. Here, being with Edward symbolizes Bella’s happiness. Meanwhile, from Edward’s point of view, to love means to keep everyone that he loves safe even if he has to sacrifice himself and his own happiness to do so.

On page 495 and page 498, readers can learn a lesson from Bella and Edward. Bella admitted of “how very uninterested she was in a normal human life” (495). It is actually a way to say how grateful she was with the life she already had and with the love she had with Edward. Then, Edward said that Bella’s love was “enough for forever” (498). It is also a way to say how grateful he was with Bella’s love. A lesson to learn is that every
life and every love are so special that people must be grateful and thankful for having them.

Stephenie Meyer’s *Twilight* may have drawn personal interpretations of the readers who have read it. The same case happened and is discussed in the next part of the study. Stephenie Meyer admitted on her official website that her religious background has influenced her creation of *Twilight*. She admitted that she was strait-laced. As a Mormon, Stephenie Meyer is believed put some messages in her writing to be conveyed to readers all over the globe through Bella Swan’s character and life.

Bella’s character as a forgiving person on page 60 in the novel shows the message that can bring a good effect for teenagers around the world. Bella’s forgiveness is a good example to be followed by teenagers. Then, another important message can be found on page 55 in the novel. Bella accepted her weakness as a clumsy person. It teaches readers to accept who they really are so that they can develop their strengths and their abilities.

There are three other messages to convey through Bella’s character in the novel. These three messages are greatly influenced by Stephenie’s religious background. The first one can be found on page 311. In the novel, readers can find that Bella Swan has been described as a virgin. Then, throughout the novel Edward Cullen and his family have been described as vegetarian vampires since they only drink animal blood. Both cases reflect the main teaching of Mormonism that people must avoid
temptations. Bella’s and Edward’s relationship can be a good example of how teenagers’ relationship should be done. Second, Bella was not allowed to call Charlie by his name in front of him. This reflects that children should honor their parents as it is stated in the Holy Bible: “Honor thy father and thy mother”.

The third and the last is that Bella’s love to everyone she loves reminds readers of the greatest love of all, Jesus’ love for mankind. Bella’s love, of course, can not be compared to Jesus’, but it reminds readers about Jesus’ life and love. Bella thought that sometimes love needs sacrifice. She was willing to sacrifice herself believing that her death would save a lot of people she loved, her parents and the Cullens. According to western legends, vampires are damned creatures. In the novel, the Cullens symbolize the damned, but they do not want to be monsters. This reminds readers of how Jesus Christ suffered and died on the cross to save mankind from their sins a long time ago. No matter whom they were, believers or sinners, Jesus died for them. This may be the way Stephenie Meyer reminds readers about Him and His greatest love of all.

Stephenie Meyer’s Twilight may be just an ordinary novel, but it has a lot to learn about and it is worth reading over and over again.
CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter consists of two parts; namely, Conclusion and Suggestion. Conclusion deals with the findings in the study. Suggestion presents the suggestions for future researchers and for English teachers.

A. Conclusion

The findings of Bella Swan’s characters and the meaning of love as experienced by Bella Swan can be concluded into three parts; namely, Bella Swan’s characters and all the influences Stephenie Meyer has affected her with, the surface meaning of love, and the deeper meaning of love as experienced by Bella Swan.

Using Murphy’s theory of character and characterization, it can be concluded that Bella Swan has been described in the novel as an unselfish, careful, curious, observant, independent, melancholic, forgiving, brave, yet clumsy person. Bella Swan also was not talkative, and emotionally inexpressive. She was a clumsy, yet brave person since she made a reckless decision to face James on her own after she internally panicked knowing that her mother was in danger. In the novel, readers can see that it was Bella’s clumsiness and recklessness that put her in a death-facing situation and it was also her clumsiness which became her alibi made up by the Cullens to cover the fight against James. Bella has also been described as a clever and smart
girl throughout the novel. Even though it is quite obvious that Bella was smart, but when she knew that some ones she loved were in danger, she panicked. Bella became reckless because she cared too much about others so that she miscalculated her chances of survival.

Bella’s character has been hugely affected by Stephenie Meyer’s background. It is Stephenie’s biographical background which affected Bella’s creation as a girl from Phoenix, AZ. Yet, the biggest influence of the story is actually Stephenie Meyer’s religious background as a Mormon. The main doctrine of Mormonism is avoiding temptations. It is reflected in the creation of Bella as a virgin girl and in the creation of the Cullens as vegetarian vampires (drinking animal’s blood only).

The findings on the surface meaning of love as experienced by Bella Swan can be concluded as follow. First, Bella’s relationship with Charlie Swan was a quiet event. In the novel, Bella did not mention that she loved Charlie, but her action that she did to come back for him in order to make sure that Charlie was safe reflects it. Bella loves Charlie, at least to pay all the things that Charlie did for Bella in Forks.

Second, there are not many things to discuss about Bella’s relationship with Renée until the conflict with James. For Bella, Renée might be a good mother, but she was not the best one. Since Bella was her only child, Renée was too protective towards Bella. Bella loved her mother than her own life. She was willing to sacrifice her life to save her mother.
Third, Bella loved Edward Cullen. She wanted to be with him more than anything else. If she had a chance to be with him without putting anyone in danger, she would take it. It can be seen in the last part of the novel when she decided to live in Forks to be with Edward.

Meanwhile, the findings on the deeper meaning of love can be concluded as follows. The first one is about Bella’s letter that she left for Edward before she ran away from Alice and Jasper to face James. It is true that she wanted to save her mother from James, but her letter also symbolizes her effort to keep everyone that she loved safe; not only her mother, but also Charlie and the Cullens. Bella is believed to be willing to sacrifice her life not only for her mother but also for the Cullens, especially Edward. Second, Bella’s life reflects that love is worth fighting for. It symbolizes happiness and Bella’s happiness was to be with Edward Cullen. That was her reason to stay in Forks at the end of the novel. Third, there is a lesson to learn from Bella’s conversation with Edward at the prom. Every life and every love are so special that people should be grateful for having them.

Stephenie Meyer’s Twilight may have drawn personal interpretations of the readers. This fact is, of course, affected by Stephenie Meyer’s religious background as a Mormon. As she said in her official website, she is strait-laced. So, those personal interpretations influenced by Stephenie’s religious background are possible to be true.
B. Suggestions

This part covers the suggestion for future researchers and the suggestion for English teachers. The suggestion for future researchers deals with the topics for the future research which can be found in Stephenie Meyer’s *Twilight* and in other Stephenie Meyer’s *Twilight* saga novels. It includes some topics that are not possible to be discussed in this thesis. The suggestion for English teachers is for English teachers who want to use Stephenie Meyer’s *Twilight* as media for English learning. It covers the suggestion for the application of the Appendix 3 (the lesson plan).

1. Suggestion for Future Researchers

Before conducting a research on Stephenie Meyer’s literary works, future researchers must realize how dominant the influences of Stephenie Meyer’s background to her writings are. It is not only her biographical background, but also her religious background as a Mormon. It is undeniable that Stephenie’s background as a Mormon has colored her writings of the *Twilight* Saga, from *Twilight* until *Breaking Dawn*, even in her latest novel, *The Host*.

Stephenie Meyer uses symbolism in her writing. In *Twilight*, there are some symbols that are found during this study. Edward Cullen, Bella Swan’s letter, and even James are the symbols that can be found in the story. Edward Cullen is the symbol of Bella’s hope and happiness; that is the reason why Bella does not want to leave him though she knows that
Edward is a vampire. Bella’s letter symbolizes Bella’s sacrifice and her desperate attempt to save and protect everyone she loves. It includes her parents and the Cullens. Then, James has been described as death and a calamity for Bella, the Cullens, and other people. Yet, the Cullens manage to overcome this problem. It means that the Cullens can be considered as the symbol of protection and safety.

In the novel, the Cullens are described as a new way of living for vampires (although, they are not actually alive). The Cullens’ habits to drink only from animal’s blood and not to become monsters have inspired readers all over the world. One of the Cullens, Carlisle Cullen, can be a good object to discuss about in the next research about Stephenie Meyer’s Twilight.

Carlisle’s life is inspiring. The story of Carlisle can be found in Chapter 16 (pp. 334-347) of the novel. Carlisle’s life can be a good topic to have a research on. Future researchers can conduct a study about Carlisle’s character and how his life may have inspired people through Stephenie Meyer’s Twilight.

Another topic that can be studied for future researches is the relationship of the two main characters, Edward Cullen and Bella Swan. As briefly discussed in this study, Bella’s relationship with her vampire lover, Edward, is a form of romantic love according to Robert Sternberg’s triangular theory of love, but it only needs commitment to be considered as the perfect form of love, consummate love. A form of their commitment
can be found in Stephenie Meyer’s last book of the Twilight saga, Breaking Dawn. In Breaking Dawn, Bella and Edward bond themselves in marriage. This is the form of commitment from Bella and Edward. For future researchers, it is important to keep focus on every aspect of the novel and what may have influenced the writing without putting aside any possible consideration during the process.

2. Suggestion for English Teachers

The suggestion for English teachers deals with the lesson plan which is attached to this thesis. The lesson plan is for three meetings of Prose 2 class. Each meeting has 2 X 45’ of time allocation. It is important for English teachers to understand the difference between Prose 1 and Prose 2. Prose 1 uses short stories as learning materials, while Prose 2 uses novels.

The first meeting focuses more on reading activities. Before applying the lesson plan, the teacher must be sure that the students have already known about the aspects of literature, such as characters, plot, setting, and symbolism. The teacher must also provide students with copies of the synopsis of Stephenie Meyer’s Twilight. It is suggested that the teacher adds dialogues taken from the novel into the synopsis to make it livelier. Students must read the synopsis thoroughly and individually. Then, the teacher can ask his/her students to form a group of four students or make sure that there are six groups in the class. Students must do the exercise in the group. The exercise will be submitted in the end of the class.
For the second meeting, the teacher must distribute the copies of the homework assignment (attached in Appendix 5) and inform students to read the whole novel of Stephenie Meyer’s *Twilight* by the end of the first meeting. Students must pick a draw for the topic they will have to discuss about in their presentation. The teacher must make sure that there are six groups in the class. The presentation will be held in the second meeting and in the third meeting. The presentation focuses more on students’ speaking skills and listening skills. All information listed in the homework assignment sheet must be informed to students. The teacher has to make sure that the information about the assignment is clear.

Three presentations will take place in the second meeting and the other three presentations will be held in the third meeting. The scoring procedure of the presentation must cover not only the content of the presentation and the linguistic aspects, but also students’ performance, time management and equality for each member of the group in presenting the result of their discussion. The response of the group in answering questions from their classmates during the question and answer session should also be considered in the scoring procedure. This thesis is expected to be functional for English learning activities and other educational purposes.
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APPENDIX 1. STEPHENIE MEYER'S **TWILIGHT** COVER
APPENDIX 2. SYNOPSIS OF STEPHENIE MEYER’S TWILIGHT

Isabella (Bella) Swan moved from sunny Phoenix, Arizona to rainy Forks, Washington to live with her father, Charlie. She chose to do this so that her mother, Renée, could travel with her new husband, Phil Dwyer, who was a minor league baseball star. Even though Bella never had many friends in Phoenix, she attracted much attention at her new school in Forks, and was quickly befriended by several students.

When Bella sat next to Edward Cullen in Biology class on her first day of school, Edward seemed utterly repulsed. Edward was stunningly attractive, and inhumanly beautiful, yet he was an outsider too. He moved as far away from her as possible. He even attempted to change his schedule to avoid her, which left Bella completely puzzled about his attitude towards her. Shortly after he disappeared for a while, Edward began to talk to Bella, having seemingly forgotten their unfriendly first encounter. One day, Bella looked at Edward, who was far away, in the parking lot. Oblivious to her, a student (Tyler Crowley) had lost control of his vehicle, and it was rapidly progressing in her direction. Bella realized this at the last moment, thinking she was dead. However, Edward appeared and stopped the approaching car completely with one hand, leaving a dent, and shocking Bella with his speed and strength.

During a trip to the La Push reservation, Bella tricked a family friend, Jacob Black of the Quileute tribe, into telling her the local tribal legends and she found out why, although the Cullens had lived in Forks for two years, they had
never really been accepted by the townsfolk. Jacob mentioned the Cullens, and said that most of the reservation believed that they were vampires, though he did not think so. During a trip to Port Angeles, Edward rescued Bella again, this time from a band of gangsters. Bella asked him if what Jacob had said about his family was true. Edward admitted that he and his family were vampires, but said that he and his family only drank animal blood to keep themselves from turning into the monsters that many other vampires were.

Edward and Bella's relationship grew over time, and they fell passionately in love. Their foremost problem was that to Edward, Bella's scent was a hundred times more potent than any other human's, making Edward struggle to resist his desire to kill her. However, despite this they managed to stay together safely for a time.

The seemingly perfect state of their relationship was thrown into chaos when another vampire coven swept into Forks and James, a tracker vampire, decided that he wanted to hunt Bella for sport. Edward's family planned to distract the tracker by splitting up Bella and Edward, and Bella was sent to hide in a hotel in Phoenix. Bella, then, received a phone call from James in which he said that he had her mother, and Bella was forced to give herself up to James at her old dance studio. Upon meeting him, Bella discovered that her mother was not at the dance studio and was safe all along. James attacked Bella, but Edward, along with the rest of the Cullen family, rescued Bella before James could kill her. To Edward's horror, Bella began to feel like her hand was on fire; James had bitten her. The only thing that could be done to save her life was to suck the venom out. Edward
was the only one who could do that as the others would find it too hard to stop. To his and Bella's amazement, he was able to stop after sucking the venom out.

James was subsequently ripped apart and burned by Emmett Cullen and Jasper Hale, Edward's brothers. Bella was taken to a hospital in Phoenix, where she recovered from the attack. The alibi they chose to give to Bella's parents was that she fell down two flights of stairs and through a window in a hotel, using her clumsiness to cover up for what really happened to her.

Once returning to Forks, Bella went to the prom with Edward, where she expressed her desire to become a vampire, which Edward refused to let happen. The book ends with neither of them refusing to budge, but as deeply in love as ever.

(Taken from http://twilightsaga.wikia.com/wiki/Twilight)
APPENDIX 3. STEPHENIE MEYER'S BIOGRAPHY

Stephenie Meyer graduated from Brigham Young University with a bachelor's degree in English. She lives in Phoenix, AZ with her husband, Christian “Pancho” Meyer, and their children.

Stephenie Meyer's life changed dramatically on June 2, 2003. The mother of three young sons woke up from a dream featuring seemingly real characters that she could not get out of her head.

"Though I had a million things to do, I stayed in bed, thinking about the dream. Unwillingly, I eventually got up and did the immediate necessities, and then put everything that I possibly could on the back burner and sat down at the computer to write—something I hadn't done in so long that I wondered why I was bothering."

Meyer invented the plot during the day through swim lessons and potty training, and wrote it out late at night when the house was quiet. Three months later she finished her first novel, *Twilight*. With encouragement from her older sister (the only other person who knew she had written a book), Meyer submitted her manuscript to various literary agencies. *Twilight* was picked out of a slush pile at Writer's House and eventually made its way to the publishing company Little,
Brown where everyone fell immediately in love with the gripping, star-crossed lovers.

*Twilight* was one of 2005's most talked about novels and within weeks of its release the book debuted at #5 on *The New York Times* bestseller list. Among its many accolades, *Twilight* was named an "ALA Top Ten Books for Young Adults," an Amazon.com "Best Book of the Decade...So Far", and a Publishers Weekly Best Book of the Year.

The highly-anticipated sequel, *New Moon*, was released in September 2006, and spent more than 25 weeks at the #1 position on *The New York Times* bestseller list.

In 2007, *Eclipse* literally landed around the world and fans made the Twilight Saga a worldwide phenomenon! With midnight parties and vampire-themed proms the enthusiasm for the series continued to grow.


On August 2, 2008, the final book in the Twilight Saga, *Breaking Dawn* was released at 12:01 midnight. Stephenie made another appearance on "Good Morning America" and was featured in many national media outlets, including Entertainment Weekly, Newsweek, People Magazine and Variety. Stephenie headlined the Breaking Dawn Concert Series with Justin Furstenfeld (lead singer
of Blue October) to celebrate the release in four major markets across the US. *Breaking Dawn* sold 1.3 million copies in its first 24 hours.

The Twilight movie, directed by Catherine Hardwicke and starring Robert Pattinson and Kristen Stewart, was released on November 21, 2008. Twilight debuted at #1 at the box office with $70 million, making it the highest grossing opening weekend for a female director.

Stephenie lives in Arizona with her husband and three sons. After the publication of her first novel, *Twilight*, booksellers chose Stephenie Meyer as one of the "most promising new authors of 2005" (*Publishers Weekly*). (Taken from [http://www.stepheniemeyer.com/bio.html](http://www.stepheniemeyer.com/bio.html))
APPENDIX 4. LESSON PLAN

Subject : Prose 2  
Semester : IV                                               ... and deciding 
the topic for each group for their presentation) 
d. Teacher closes the class
 
5’ 
15’ 
 
 
2’

I. Teaching-Learning Approach
   Individual work, group discussion, presentation

II. Teaching-Learning Activities
   First meeting: 2 X 45 minutes

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Greeting</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>b. Teacher introduces new topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Teacher distributes the synopsis of Twilight</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whilst-Activities</td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td>a. Students read the synopsis individually</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>b. Students make a group of four students</td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td>c. Students discuss the story in the group</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Post-Activities</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>a. Students submit the result of the group discussion</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>b. Teacher gives homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Teacher explains the homework (making groups and deciding the topic for each group for their presentation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Teacher closes the class</td>
<td>2’</td>
</tr>
</tbody>
</table>
Second meeting: 2 X 45 minutes

<table>
<thead>
<tr>
<th>No.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Greeting</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>b. Teacher invites the first group to have their presentation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whilst-Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Students’ Presentation (3 groups X 20’ = 60’)</td>
<td>60’</td>
</tr>
<tr>
<td></td>
<td>b. Preparation for each group before making their presentation (3 groups X 5’ = 15’)</td>
<td>15’</td>
</tr>
<tr>
<td>3</td>
<td>Post-Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Teacher reviews class materials</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>b. Teacher closes the class</td>
<td></td>
</tr>
</tbody>
</table>

Third meeting: 2 X 45 minutes

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Greeting</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>b. Teacher invites the fourth group to have their presentation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whilst-Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Students’ Presentation (3 groups X 20’ = 60’)</td>
<td>60’</td>
</tr>
<tr>
<td></td>
<td>b. Preparation for each group before making their presentation (3 groups X 5’ = 15’)</td>
<td>15’</td>
</tr>
<tr>
<td>3</td>
<td>Post-Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Teacher reviews class materials</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>d. Teacher closes the class</td>
<td></td>
</tr>
</tbody>
</table>

III. References

APPENDIX 5. WORKSHEET

PROSE 2

TASK 1: Read carefully the synopsis of Stephenie Meyer’s *Twilight*! 
(Time: 30’)

TASK 2: Make a group of 4 (four) students and answer the following 
questions! (Time: 30’)

1. Who are the characters found in the story? How have they been 
described/characterized in the story?
   
   a. .................
   
   b. .................
   
   c. .................
   
   d. .................
   
   e. .................

2. Where has the story taken place? (setting: time and place)
   
   a. Time: ..........................................................
   
   b. Place: ..........................................................

3. Draw the plot of the story! (the sequence of events/the conflicts)
   
   Answer:
4. Is there any symbolism in the story? What are they?

   Answer:

5. Is there any moral value or life lesson you can learn from the story? What are they?

   Answer:

Group Members:
1. ..................
2. ..................
3. ..................
4. ..................

Good Luck!
TASK 3: HOMEWORK! Read the whole novel of Stephenie Meyer’s *Twilight* and make a presentation for each group according to the topic you get!

The topics for the presentation:

1. **Characters and characterization**
   - It includes the discussion about all the characters in the novel and also the discussion about a certain character who is very important and influential according to your group.

2. **Setting of the novel**
   - It includes the setting of place, time, and also the atmosphere of the story. It also discusses the social condition when the novel was made.

3. **Plot of the novel**
   - The discussion of the plot of the novel covers the sequence of events happen in the story. It also deals with the conflicts of the characters in the novel, including the internal and external conflicts.

4. **Symbolism**
   - It deals with representation of things or characters to other characters in the novel.

5. **Moral values or life lessons**
   - The discussion covers the moral values of the novel and also life lessons of the characters found in the novel.

6. **Background of the novelist**
   - It discusses the background of Stephenie Meyer as the author of *Twilight*. It includes her biography and her religious background as a Mormon and the influences of her background to the novel.

Each group will have 5 (five) minutes for the preparation and 20 (twenty) minutes for the presentation.

The 20-minute time of the presentation will be divided into:

- 15 minutes – group presentation, and
- 5 minutes – question and answer session.

The presentation data must be submitted a day early before the presentation in a soft copy and a hard copy.

Please, make sure that every group member gets the equal part of the presentation!