TAYLOR GREER’S MOTIVATION FOR ADOPTING
A THREE-YEAR-OLD CHILD
AS SEEN IN BARBARA KINGSOLVER’S THE BEAN TREES

A THESIS

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STATEMENT OF WORK’S ORIGINALITY

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

Yogyakarta, 22 December 2010

The Writer

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ABSTRACT


This thesis discusses Barbara Kingsolver’s novel entitled *The Bean Trees*. This story is about Taylor Greer who avoids pregnancy and motherhood. However, she changes her mind after she meets Turtle, an Indian toddler girl. Turtle has no parents and has been molested in her early young age. It motivates Taylor for adopting Turtle as her legal daughter.

There are two problems to solve in this study: (1) How is Taylor Greer, the main character of Barbara Kingsolver’s *The Bean Trees* described in the novel? (2) Why did Taylor Greer decide to adopt a three-year-old child named Turtle?

This study is a library research. It uses two kinds of sources. The primary source is Barbara Kingsolver’s *The Bean Trees*. The secondary sources are books and journals relevant to the study.

In order to solve the problems, this study applies some theories. They are theory of character, theory of characterization, and theory of motivation. The approach used is psychological approach or psychoanalysis approach.

After conducting this study, it can be concluded that Taylor Greer is a courageous and powerful woman. She works hard to gain legal permission to adopt Turtle. She never gives up when she faces problems. Taylor is raised by her mother Alice, who is a single parent in Kentucky. Alice loves and cares for Taylor very much. She always wants the best things for Taylor. She wants Taylor to reach a bright future by sending her to school. Because Alice raised Taylor in a good way, Taylor is motivated for adopting Turtle. Turtle actually reminds Taylor of her past life. Taylor loves her mother very much. She always tells her mother when she has problems. Seeing her mother’s care for her, Taylor misses her mother. Then, she adopts Turtle and does the same thing to Turtle as her mother does to her. Alice is a model of best mother for Taylor. Therefore, she wants Turtle to experience what she has experienced before, having a great mother. Taylor is also motivated by Turtle’s past life. Turtle has been molested in her early young age.

This study also suggests that the future researchers focus on Turtle’s aunt’s motivation in leaving Turtle with her guardian parent. It is also recommended that the novel can be used as the material to teach “Basic Writing Skill” especially for the topic of description, and to teach “Book Report.”
ABSTRAK


Ada dua permasalahan yang dibahas dalam skripsi ini: (1) Bagaimana tokoh utama dalam novel Barbara Kingsolver, The Bean Trees, dideskripsikan? (2) Mengapa Taylor memutuskan untuk mengadopsi Turtle?


Untuk menjawab permasalahan dalam skripsi ini, maka digunakan tiga macam teori yaitu teori karakter, teori karakterisasi, dan teori motivasi. Sedangkan pendekatan yang digunakan adalah pendekatan psikologi.


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Pada tanggal: 07 Februari 2011

Yang menyatakan

(Natalia Neisya Astuti)
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Natalia Neisya Astuti
My future starts when I wake up every morning
Every day I find something creative to do with my life

(Miles Davis)

Dedicated with gratitude and love to
My beloved parents,
Fransciscus Xaverius Jumadi
Chatarina Supriyani
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CHAPTER I
INTRODUCTION

This chapter presents six parts, namely the background of the study, problem formulation, problem limitation, the objective of the study, benefits of the study, and definition of terms. The background of the study contains some explanation about the reason, which serves as the basis for writing this thesis and the importance of discussing the topic of the study. The problem formulation clearly states the problems discussed in this study. The problem limitation is to limit the problems, which are going to be discussed. The objective of the study clearly states the aim of this study. The benefits of the study states the benefits got from this study. The definition of terms clarifies some important terms used in this study.

A. Background of the Study

It is very difficult to define literature because every person understands literature in a different way. Dealing with literature also deals with history, custom, culture, etc. Literature can be found in various forms. Novel is one of them. In a novel, we can find the aspects as stated above. *The Bean Trees* written by Barbara Kingsolver is an example of a beautiful novel. It also talks about culture and custom. This novel is going to be used as a primary source of this study.
There are many interesting life realities depicted in the novel. The reality that a young woman, Taylor Greer decides to adopt a three-year-old child as seen in Barbara Kingsolver’s *The Bean Trees* attracts me to choose the novel as primary data of the study.

*The Bean Trees* takes place in rural Pittman County, Kentucky, during the 1980’s. Its narrator, Taylor Greer, begins the story with anecdotes concerning her childhood and later her teenage years. Taylor’s original name was Marietta Greer. She chooses to change her name when she leaves Pittman County. In the restaurant, she meets an Indian woman who insists that she adopts her sister’s daughter. Taylor relents because she does not have the papers, but the woman says that nobody knows or cares about it. She names the child, Turtle. It brings her to fight for Turtle to gain the legal permission when the police know that she does not have the legal permission to adopt Turtle. It is different for a Guatemalan couple, Estevan and Esperanza. They abandoned their own daughter, Ismene, to protect the names of twenty teachers’ union members. With her courage and persistence, Taylor gains the legal permission. Turtle becomes her legal daughter. It brings happiness to Taylor and her best friend, Lou Ann, who supports her to gain Turtle’s Legal permission. Starts from now on, they live happily in Kentucky.

The objective of this study is to see Taylor’s reason, why she fights for a three-year-old child named Turtle to gain the legal permission as her adopted daughter. It is completely different from that conducted by the Guatemalan
couple, the other character in the novel. The couple abandoned their own daughter.

In order to achieve the objective, there are two questions to answer. First, how Taylor Greer is described in the novel, and second, why she decides to adopt a three-year-old child named Turtle.

To answer the questions, there are theories that need to be applied. They are theory of character, theory of characterization, and theory of motivation. The approach used is psychoanalysis or psychological approach.

It is also suggested that the future researcher focus on Turtle’s aunt’s motivation in leaving Turtle with her guardian parent. As for English lecturers, it is recommended that they use the novel to teach “Basic Writing Skill” especially for the topic of description and to teach “Book Report”.

B. Problem Formulation

There are two problems to solve in this study.

1. How is Taylor Greer, the main character of Barbara Kingsolver’s *The Bean Trees* described in the novel?

2. Why did Taylor Greer decide to adopt a three-year-old child named Turtle?

C. Problem Limitation

This study only focuses on two problems, namely the characterization of Taylor Greer, and her motivation to adopt a three-year-old child.
D. Objective of the Study

The aim of the study is to look into one’s decision to adopt a three-year-old child as seen in Taylor Greer, the main character of Barbara Kingsolver’s *The Bean Trees*.

E. Benefits of the Study

This study has many benefits. For the researcher, it helps her to understand better Barbara Kingsolver’s *The Bean Trees* especially in understanding the main character of this novel and her motivation to adopt a three-year-old child. This study also helps her to understand the literary world better. Through this study, the researcher understands how to respect literary work.

For the readers, it can help them to know the meaning of this literary work. They can get some life values from this study.

For future researchers, this study can be used as a reference for conducting the same study.

For English teachers, this study will help them to design materials for teaching and learning activities.

F. Definition of Terms

In analyzing this novel, there are three terms that need to clarify in order to provide an accurate analysis and a clearer explanation to solve the formulated problems.
1. Adopted Child

As stated in *Longman Dictionary of English Language and Culture*, adopted comes from the word adopt, which means to take (someone else’s child) into one’s family forever and to take on the full responsibilities as a parent.

When people adopt a child, they become the legal parents of the child. The Child’s Birth Certificate is changed so that the child has the same name as the new parents, and the child’s natural parents do not usually have the right to see the child or know where the child is.

In this study, adopted child is defined as a three-year-old child named Turtle who is adopted by Taylor Greer, the main character of this novel.

2. Legal Permission

Legal permission is the action of allowing somebody to do something based on the law. In this study, legal permission means Taylor Greer’s right to adopt Turtle.

3. Motivation

According to M.H Abrams in his book *A Glossary of Literary Terms*, “motivation is the grounds in the characters’ temperament, desires, and moral nature for their speech and actions.” (1985:23)

Motivation in this study means what supports the character, Taylor Greer to adopt a three-year-old child named Turtle. It also means Taylor Greer’s reasons put into action.
CHAPTER II
THEORETICAL REVIEW

This chapter discusses the theories that are used to analyze the topic of this study. It is divided into three parts, namely review of related theories, theoretical framework, and context of the novel.

A. Review of Related Theories

There are several theories needed in analyzing a literary work, especially a novel. Those are theory of character, theory of characterization, theory of motivation, and theory of psychological approach.

1. Theories of Character

According to M.H Abrams in *A Glossary of Literary Terms*, “characters are the persons presented in a dramatic or narrative work, who are interpreted by the reader as seeing endowed with moral and dispositional qualities that are expressed what they say the dialogue and by what they do the action” (1985:23). Thus, we can say that a character is a person or a figure, created by an author. Each character also has different personality.

According to E.M Forster in *Aspects of the Novel*, there are two kinds of character. First, is flat character and second is round character. Forster states, “a flat character (also called a type, or “two-dimensional”) is built around “a single idea or quality and is presented without much individualizing detail, and therefore
can be adequately described in a single phrase or sentence.” (1985:23). Flat characters tend to be static. It means that the character does not change within the story. While “a round character is complex in temperament and motivation and is represented with subtle particularity; such a character therefore is as difficult to describe with any adequacy as a person in real life, and like real persons, is capable of surprising us.” (1985:23). Round characters are dynamic. They demonstrate their capacity to change or to grow as they react to events and to other characters. It means that the character can change within the story.

2. Theories of Characterization

Characterization is the way writers develop characters and reveal the characters’ traits to the readers. According to M.J. Murphy, in his book *Understanding Unseens*, there are some ways to make the characters understandable.

a. Personal Description

The author can describe a person’s appearance and clothes.

b. Character as Seen by Another

The author can describe the characters through the eyes and opinions of another.
c. Speech

The author can give the readers an insight into the character of one of the persons in the book through what the person says.

d. Past Life

The author lets the readers learn something about a person’s past life then gives a clue to events that have helped to shape a person’s character.

e. Conversation of Others

The author can also give the readers clues to a person’s character through the conversations of other people and the things they say about him.

f. Reactions

The author can also give the readers clue to a person’s character by letting them know how that person reacts to various situations and events.

g. Direct Comment

The author can describe or comment on a person’s character directly.

h. Thoughts

The author can give us direct knowledge of what a person is thinking about.
i. Mannerism

The author can describe a person’s mannerisms, habits or idiosyncrasies which may also tell the readers something about his character.

3. Theory of Motivation

According to M.H Abrams in his book *A Glossary of Literary Terms*, “motivation is the grounds in the characters’ temperament, desires, and moral nature for their speech and actions.” (1985:23). It tells the reader what is the characters’ reasons to do something and what supports them in action.


“Motivation is broadly concerned with the contemporary determinants of choice (direction), persistence, and vigor of goal-directed behavior. When two or more behaviors are equally possible, one is chosen and the organism persists in this behavior with more or less vigor until some anticipated goal is either achieved or some other goal becomes more dominant.” (24)

From the quotation above, it shows us that motivation is a choice. When we have two different choices, we will choose one which is considered as our best choice. That will be our motivation to do something.

There are two kinds of motivation, intrinsic and extrinsic motivation.

a. Intrinsic Motivation

Intrinsic motivation is a motivation comes from our own behavior. We are motivated to do something, not because of external reward, but because the behavior itself is rewarding.
b. **Extrinsic Motivation**

Extrinsic motivation is a motivation comes from external reward.

4. **Theory of Psychological Approach**

According to Sigmund Freud, in the book *A Handbook of Critical Approaches to Literature*, most of our actions are motivated by psychological forces over which we have very limited control. He demonstrated that, like the iceberg, the human mind is structured so that its great weight and density lie beneath the surface.

a. **Levels of Mental Life**

According to Sigmund Freud, in the book *Theories of Personality* written by Jess Feist and Gregory J. Feist, mental life is divided into two levels, the unconscious and the conscious. The unconscious has also two different levels, the unconscious proper and the preconscious.

1) **Unconscious**

The unconscious is part of our mind where we know what we do but we can not realize what our reason to do it. It contains all drives, urges, or instincts which motivate our words, feelings, and actions.
2) Preconscious

Preconscious is part of the mind which contains elements which are not conscious but can become conscious either easy or difficult. There are two kinds of preconscious sources. First comes from the perceptions of conscious. Second comes from the imaginations of conscious.

3) Conscious

Conscious is part of the mind which has a little role in psychological theory. It can be defined as mental elements which are realized in a certain time. In this part, we know what we do and we know our reason to do it. From all parts of the mind, only this part can be accessed directly. It means that we can only understand our actions in this part of the mind.

b. Provinces of the Mind

According to Sigmund Freud, in the book *Theories of Personality* written by Jess Feist and Gregory J. Feist, the human mind is structured so that its great weight and density lie beneath the surface (below the level of consciousness). There are three psychic zones.

1) The *id* is the reservoir of libido, the primary source of all psychic energy.

2) The *ego* is the rational governing agent of the psyche.

3) The *superego* is the moral censoring agency, the repository of conscience and pride.
c. Dynamics of Personality

According to Sigmund Freud, in the book *Theories of Personality* written by Jess Feist and Gregory J. Feist, people are motivated to seek pleasure and to reduce tension and anxiety. This motivation is derived from psychical and physical energy that springs from their basic drives.

1) Drives

Drives are also called as internal stimulus. We cannot avoid it although we try to. Drives are rooted in id however they are controlled by ego. The source of this drives is the body itself which is in a happy or tense condition. The purpose of drives is to find happiness by releasing uncomfortable or tense condition, while the object of drives is something which has role to reach the purpose.

2) Sex

The purpose of sexual drive is pleasure, but not limited to genital satisfaction. Pleasure can be found in the whole body.

3) Aggression

The purpose of aggression drive is self destruction. Like sexual drive, aggression drive is also flexible. It can take a number of forms, such as teasing, gossip, sarcasm, humiliation, humor, and the enjoyment of other people’s suffering. “The aggressive tendency is present in everyone and is the explanation for wars, atrocities, and religious persecution.” (2009:33)
4) Anxiety

According to Sigmund Freud, in the book *Theories of Personality* written by Jess Feist and Gregory J. Feist, anxiety is a felt, affective, unpleasant state accompanied by a physical sensation that warns the person against impending danger. There are three types of anxiety. First is neurotic anxiety. Neurotic anxiety is defined as apprehension about an unknown danger. The feeling itself exists in the ego, but it originates from id impulses. Second is moral anxiety. It stems from the conflict between the ego and the superego. Third is realistic anxiety. It is closely related to fear. Realistic anxiety is defined as an unpleasant, nonspecific feeling involving a possible danger.

d. Defense Mechanism

The purpose of ego in establishing defense mechanism are to avoid dealing directly with sexual and aggressive implosives and to defend itself against the anxiety that accompanies them.

According to Freud, in the book *Theories of Personality* written by Jess Feist and Gregory J. Feist, the principal defense mechanisms include repression, reaction formation, displacement, fixation, regression, projection, introjections, and sublimation.
1) **Repression**

Repressed drives may be disguised as physical symptom. Repressed drives may also find an outlet in dreams, slips of the tongue, or one of the other defense mechanisms.

2) **Reaction Formation**

It is a repressed impulse become conscious through adopting a disguise that is directly opposite its original form.

3) **Displacement**

People can redirect their unacceptable urges onto a variety of people or objects so that the original impulse is disguised or concealed.

4) **Fixation**

Fixation is the permanent attachment of the libido onto an earlier, more primitive stage of development.

5) **Regression**

When the libido has passed a developmental stage, it may, during times of stress and anxiety, revert back to that earlier stage.
6) **Projection**

It is seeing in other unacceptable feelings or tendencies that actually reside in one’s own unconscious.

7) **Introjection**

It is a defense mechanism whereby people incorporate positive qualities of another person into their own ego.

8) **Sublimation**

Sublimation is the repression of the genital aim of Eros by substituting a cultural or social aim.

**B. Theoretical Framework**

The main topic of this study exposes the character’s life. So, the theories of characters will be very useful in this study. In this case, the writer will use the theory of character by M.H Abrams and E.M Forster. It will be used to describe the characters in the novel. The characterization is also a very important aspect to be discussed in order to get a clearer explanation about the characteristics of each character. The theory of characterization by M.J Murphy will also be used in this thesis.

Related to the topic of this study that is about the motivation of the main character, Taylor Greer, to adopt a three-year-old child, the theory of motivation is also needed. The writer will use theory of motivation by M.H. Abrams and Robert
C. Beck. This theory will help to find the main character’s motivation to adopt a three-year-old child.

C. Context of the Novel

*The Bean Trees* is Barbara Kingsolver’s first novel which was published in 1988. It is not autobiographical. However, some parts of this novel are related to the author. Like Taylor Greer, the main character of *The Bean Trees*, Barbara Kingsolver was born and raised in rural Kentucky and moved to Tucson, Arizona. Kingsolver even sought employment in the medical field, much as Taylor does when she works in the Pittman County hospital. Kingsolver's personal history also informs several of the plotlines and themes of the novel. Kingsolver frequently mentions plant growth. She left Kentucky to study in De Pauw University, Indiana. She majored in biology. A few years after her graduation, she went to University of Arizona in Tucson, where she earned a Master of Science degree in biology and ecology. Kingsolver supported her study working at various jobs until she finished her study. In 1985, Kingsolver married. After becoming pregnant, she started suffering from insomnia. Then, it led her to write *The Bean Trees*, her first novel.

*The Bean Trees* takes place in rural Pittman County, Kentucky, during the 1980s. The story begins with the childhood story of Taylor Greer, the main character of this novel. Then, it tells the reader about Taylor’s trip from Kentucky to Arizona which emphasizes Taylor’s struggle to stay alive in different areas with unknown people and new life situation. The important part of this story is when
Taylor adopts a three-year-old child named Turtle. It creates a different atmosphere in the novel how a young single woman can adopt a child from different race who has been molested. The other interesting part of this novel is that most of characters are women. It shows the reader that women have power to struggle for their own life and they have a right to develop themselves as individuals.
CHAPTER III

METHODOLOGY

This chapter consists of three parts. Those are object of the study, approach of the study, and method of the study. The object of the study reveals the novel and its detailed information. The approach of the study states the approach used by the writer in conducting this study. The method of the study consists of method used in this study.

A. Object of the Study

The object of this study is one of Barbara Kingsolver’s novel, *The Bean Trees*. Harper & Row publishers first published it in 1988. This novel contains 17 chapters and 231 pages. Each chapter has a subtitle, which can help us grasp the main idea of the novel.

*The Bean Trees* takes place in rural Pittman County, Kentucky, during the 1980’s. Its narrator, Taylor Greer, begins the story with anecdotes concerning her childhood and later her teenage years. Taylor’s original name was Marietta Greer. She chooses to change her name when she leaves Pittman County. In the restaurant, she meets an Indian woman who insists that she adopts her sister’s daughter. Taylor relents because she does not have the papers, but the woman says that nobody knows or cares about it. She names the child, Turtle. It brings her to fight for Turtle to gain the legal permission when the police know that she does not have the legal permission to adopt Turtle. It is different for a Guatemalan
couple, Estevan and Esperanza. They abandoned their own daughter, Ismene, to protect the names of twenty teachers’s union members.

B. Approach of the Study

This study focuses on Taylor Greer’s motivation for adopting a three-year-old child. Since the topic is closely related to human psychology including emotional or psychological aspect, the approach used in this study is psychological approach suggested by Sigmund Freud. The psychological approach will be used to find out the deeper meaning of the motivation of Taylor Greer, the main character of this novel to adopt a three-year-old child.

C. Method of the Study

This study is a library research. It means that the primary data is Barbara Kingsolver’s *The Bean Trees*. The secondary data are books and journals related to the novel.

The steps taken in conducting this research is, firstly, the researcher found the novel which is used as the primary data. Then, reading the novel. After that, it led to formulate the problems to solve in this study. Then, the researcher found other books which are related to this study to support the analyses. Next, the researcher tried to analyze the main character of the novel. Then, analyzing the characterization of the main character, Taylor Greer through its words, actions, performances, and comments by other characters and searching for proofs, which supported it. After all, the researcher tried to find Taylor Greer’s motivation and
its proof through the characters, which are presented in the novel. Then, it led to analyze the deeper meaning of the main character’s motivation. The last step was making the conclusion of the analysis, which solved all of the problems stated in the previous chapter.
CHAPTER IV

DISCUSSION

This chapter consists of two parts, the definition of Taylor Greer, the main character of *The Bean Trees* and Taylor Greer’s Motivation for adopting a three-year-old child. The definition of Taylor Greer will help the reader to find out and to understand the characterization of Taylor Greer. Taylor Greer’s Motivation for adopting a three-year-old child will answer what motivates Taylor for adopting a child as seen in the novel and then it will also discuss the deeper meaning of Taylor Greer’s motivation.

A. Definition of Taylor Greer, The Main Character of Barbara Kingsolver’s, *The Bean Trees*

Taylor Greer is the main character of this novel. Her original name is Marietta Greer. Missy is what everyone called her when she stayed in Kentucky. Later she decided to change her name after she moved to Oklahoma. There are some personalities which are found in Taylor Greer:

1. Education Orienting

Taylor considers education as an important thing for her life although at that time education was still an unimportant thing for society. It can be seen from a statement below.
“But I stayed in school. I was not the smartest or even particularly outstanding but I was there and staying out of trouble and I intended to finish……..Mama always said barefoot and pregnant was not my style.” (Kingsolver, 1988:3)

At that time, money was the most important thing for society. Boys should help their father look for money, while girls got married as soon as possible. However, Taylor’s mother always supports her to go to school and says that barefoot and pregnant are not her style. It means that her mother wants Taylor to be a successful person. She does not want her daughter to live in poverty like most of the people in their town.

Taylor also has a high spirit to study in school. She has motivation for changing her life. She believes, by having good education, she will have a nice job. Taylor has proved it when she was in high school. Before she graduates from high school, she has worked in Pittman County Hospital. It is really a good work for her. It also shows that Taylor uses her opportunity to work after her teacher offers a job to her. She thinks that good opportunity will not come to her twice. Therefore, she does not want to waste the opportunity. From this job, she can buy a car, although it is only an old car, but it brings Taylor to new experience by leaving Kentucky and moving to Arizona. It shows that education is really important in Taylor’s life. Taylor can prove that education can change her life.

2. Courageous

Taylor is very courageous. She braves to take a risk in her action. She decides to leave her mother to drive west to gain a brighter future. She goes to a
place which she never knew before. Her promises when she starts her adventure are to drive west until her car broke down and to change her name.

“In this car I intended to drive out of Pittman County one day and never look back, except maybe for Mama. When I drove over the Pittman line I made two promises to my self. One I kept, the other I did not. The first was that I would get myself a new name. The second promise, the one that I broke, had to do with where I would end up.” (10-12)

It shows Taylor’s high spirit to change her life. She never doubts to start a new thing she never knew before. She is not afraid if someday she will fail and nobody helps her because she will be far away from her mother. It also shows Taylor’s maturity, she is very independent. She does not depend to her mother although she loves her mother very much and has lived with her mother since she was child.

“Listen, I’ve made up my mind about something. I’m going to drive Esperanza and Estevan to a safe house in Oklahoma. And while I’m there I’m going to see if I can find any of Turtle’s relatives.” (183)

It shows us that Taylor has a very determined will to go to Oklahoma. Although there will be great danger if the police know that she brings Estevan and Esperanza who are an illegal refugees and Turtle, her illegal adopted daughter. However Taylor will solve the problem she may face during the trip to Oklahoma. She will take a risk of her actions. She is very sure that she can protect her three beloved people, Turtle, Estevan and Esperanza. Her courage is also stated in the quotation below.
“Estevan gave me a hug. “For courage,” he said. Then Esperanza gave me a hug. Then Turtle did. I turned the car around and drove back to the bar.” (199)

3. Loving

“In this car I intended to drive out of Pittman County one day and never look back, except maybe for Mama.” (10)

It shows that Taylor loves her mother very much. Her mother is the most important thing in her life. When she has problems, she always comes to her mother to find best solutions. Her mother always supports her.

“There were two things about Mama. One is she always expected the best out of me. And the other is that then no matter what I did, whatever I came home with, she acted like it was the moon I had just hang up in the sky and plugged in all the stars. Like I was that good.” (10)

She is very comfortable with her mother because her mother always appreciates her. Her mother always let her develops herself and always respects anything she does although it is only a little thing. From that, we know that her mother becomes a real model for her.

4. Hard Working

Taylor is a hard worker. She fights for her life. She will do anything to earn money. Her first job is at the Pittman County Hospital. She works there for five and a half years. By getting this job Taylor can help her mother to pay the
rent and the bill. She also buys a car, a '55 Volkswagen bug which facilitates her to go out of Pittman County.

Her second job is in the Broken Arrow Motor Lodge. She works there because she cannot afford to pay for a room.

“I’ll take anything you got, and I’ll clean up after myself and tomorrow morning I’ll change every bed in this place. Or anything else you want me to do. It’s just for one night….I had stayed on at the Broken Arrow through most of the holidays, earning some money changing beds.” (21,35)

Taylor does this job for Turtle because Turtle needs a place which is safe and warm. Although she should immolate her self-regard, she does it happily. She never thought what people say about her. The important thing is she can gain a temporary safe place for Turtle.

Taylor also works in Burger Derby before she moves to work in Mattie’s auto repair shop. There she meets Sandy, her nice friend. While they work in Burger Derby, they will put their child in children care center and take a turn to check them every one hour. In this case we can see Taylor’s struggle to earn money and to protect Turtle. While she works to earn money, she tries to gain a safe place for Turtle.

Taylor’s last work is in Mattie’s auto repair shop and in her bean garden. In Mattie’s auto repair shop, Taylor not only struggle to earn money, but also struggle to release her trauma of tires. Because her hard effort, she can release her trauma.
5. Powerful

Taylor is a powerful woman. She never gives up when she faces problems. She always tries to survive. She will do anything to solve her problems. It is also stated below.

“Estevan reach over and lifted Turtle out of her arms. He stood her up, her small blue sneakers set firmly on his knees, and held her gently by the shoulders and looked into her eyes. “You must be a good girl. Remember. Good and strong, like your mother.” I wondered which mother he meant, there were so many possibilities. I was touched to think he might mean me.” (214 - 215)

Estevan, Taylor’s friend admits that Taylor is a strong woman. He appreciates Taylor’s effort in driving him and his wife from Arizona to Oklahoma which is a long trip. He also appreciates Taylor’s efforts in looking for Turtle parents to get the legal permission to adopt Turtle. Although she does not find Turtle’s relatives, Taylor never gives up. She tries to find another way to get the legal permission. It leads her to be called as a strong woman. It is appropriate that she is called a strong woman.

B. Taylor Greer’s Motivation for Adopting a Three-Year-Old Child Named Turtle

This second problem analysis will be divided into two parts, surface and deeper meanings.
1. Surface Meanings

   a. No Other Choice

   The first reason why Taylor adopts Turtle is because she has no other choice. She is forced by Turtle’s aunt to take her. Although she refuses it, Turtle’s aunt convinces Taylor to adopt Turtle. She convinces her that no body knows Turtle. Therefore, she has no problem to adopt Turtle.

   “Take this baby,” she said.”
   “Is this your kid?”
   She shook her head. “My dead sister’s.”
   “Are you saying you want to give me this child?”
   “Yes;”
   “if I wanted a baby I would have stayed in Kentucky,” I informed her. “I could have had babies coming out my ears by now.”
   “Look,” I said, “even if you wanted to, you can’t just give somebody a kid. You got to have the papers and stuff. Even a car has papers, to prove you didn’t steal it.”
   This baby’s got no papers. There isn’t nobody knows it’s alive or cares. Nobody that matters, like the police or nothing like that. This baby was born in Plymouth.”
   “Well, it didn’t happen this morning.” I said. “Plymouth or no Plymouth, this child has been around long enough for somebody to notice.” I had a foggy understanding that I wasn’t arguing the right point. This was getting us nowhere.
   She puts her hands where the child’s shoulder might be, under all the blanket, and pushed it gently back into the seat, trying to make it belong there. She looked at it for a long time. Then she closed the door and walked away” (17-18)

   From that quotation above, we know that Taylor really does not want the child but Turtle’s aunt forces her. She convinces Taylor that they will be alright if Taylor adopts Turtle. Taylor cannot refuse it. She cannot leave Turtle. Then, she decides to carry Turtle wherever she goes.
b. Humanism

The second motivation is humanism. Taylor feels that as a human she should help other people who need her help, especially when she sees the reality of Turtle’s life. She feels sorry about that.

“When I pulled off the pants and the diapers there were more bruises. Bruises and worse. The Indian child was a girl. A girl, poor thing. That fact had already burdened her short life with a kind of misery I could not imagine. I thought I knew about every ugly thing that one person does to another, but I had never even thought about such things being done to a baby girl. She sat quietly in the bathtub watching me, and I just prayed she had enough backbone not to fall over and drown, because I had to let her go. I doubled up on the floor at the base of the toilet and tried not to throw up. The floor was linoleum in a pattern that looked like rubber bricks set in mortar. Nothing, not Newt Hardbine or anything else I had ever seen, had made me feel like this.” (23)

Seeing the hard life faced by Turtle, Taylor starts to care and love Turtle. She is very apprehensive with Turtle’s experience. In her childhood, she has experienced physical and sexual abuse. It is very poor thing in a human life. She imagines how Turtle can continue her life with this kind of worse experience. Because of this experience, Turtle will not grow normally like other girls. From that reality, Taylor would like to adopt Turtle. She wants to help Turtle to forget her experience and reach her new bright life.

c. Love

The next reason is love. We cannot deny that love is the main reason when we care for someone. It is also seen in this novel that Taylor loves Turtle very much. Although the first time she does not want Turtle, but after she lives with
Turtle, she starts loving her. She is afraid if something bad happen to Turtle, then she loses Turtle forever. It can be seen through the quotation below.

“The medical examiner said that there was no evidence Turtle has been molested. She was shaken up, and there were finger-shaped bruises on her right shoulder, and that was all. “All” I said, over and over. “She’s just been scared practically back into the womb is all. ”Turtle hadn’t spoken once in the days since the incident, and was back to her old ways. Now I knew a word for this condition: catatonic. “She’ll snap out of it,” Lou Ann said. “Why should she?” I wanted to know. “Would you?” I’ve just spent about the last eight or nine months trying to convince her that nobody would hurt her again. Why should she believe me now?” (168)

From that quotation, we see that Taylor is very anxious when Turtle is presumed being molested by someone in the garden. It shows that she is really attentive and love Turtle very much. It can also be seen that Taylor has considered Turtle as her own daughter. Taylor also promises Turtle that she will protect her, so nobody will hurt her again. She tries to convince Turtle in nine months, a hard effort for Taylor. It proves that Taylor loves Turtle very much. She likes to share a part of her life to care and protect Turtle.

“Do you know, I spent the first half of my life avoiding motherhood and tires, and now I’m counting them as blessings?” (137) This quotation also emphasizes that Taylor loves Turtle, therefore, she would like to adopt Turtle. She allows herself to forget her trauma about tires and tries to have a new life as a mother which at first she avoids it.
2. Deeper Meanings

This part will discuss the deeper meanings of Taylor’s motivation for adopting a three-year-old child named Turtle. First why Taylor decides to adopt Turtle is because she reminds Taylor of her own life. She remembers how her mother, Alice Greer loves and looks after her. Alice is the best mother for Taylor. She gives almost everything Taylor wants. Although Alice is only a single parent, she never complains about her life and how she raises Taylor without her husband. She works hard for Taylor. She wants Taylor to be a successful person.

“There were two things about Mama. One is she always expected the best out of me. And the other is that then no matter what I did, whatever I came home with, she acted like it was the moon I had just hung up in the sky and plugged in all the stars. Like I was that good.” (10)

From that quotation above, we know that indirectly Taylor says that her mother is the best mother she ever has. It means that Alice succeeded in raising Taylor.

“I remembered this rhyme Mama taught me to say to kids who acted like they were better than me: “You must come from Hog-Norton, where pigs go to church and play the organ.” (48)

It shows us that Alice is a great mother. She raised Taylor patiently. She always did the best for Taylor. She did not want to see Taylor sad. From all that Taylor’s mother did, Taylor is motivated to do the same thing for Turtle that her mother did for her. Taylor loves Turtle as her mother did to her.

Seeing Turtle’s life, Taylor feels the same fate with Turtle. Turtle lives alone in this world. She has no family. Moreover, she never knows her parents. It
is almost the same with Taylor’s life. Taylor only gains love from her mother. She never feels her father’s love and care. She also never meets her father because her father passed away before she was born. From Taylor’s past life, Taylor understands Turtle’s life very much. She knows how difficult it is to live without her father. When other friends are always happy enjoying their weekend with their father and mother, she cannot feel it. She only has her mother. From that, Taylor decides to adopt Turtle. She wants to love and care Turtle as her mother does. She wants to be a best single parent for Turtle.

In this part will also discuss what *The Bean Trees* actually means. *The Bean Trees* is the title of the novel used in this study. In nature, bean tree is a plant which is rich in energy. If we look into this novel, the bean trees itself also give new energy for the characters, especially for Taylor, the main character of *The Bean Trees*.

Turtle, Taylor’s adopted child is a child who never talks when Taylor met her the first time. Turtle gets trauma after she is molested, therefore she never talks to other people. However, one day comes a miracle, Turtle says her first word.

“Looky here, Turtle,” I said. “We’re planting a garden just like Old Macdonald in your book.”
“Here’s squash seeds,” I said. “Here’s pepper seeds, and here’s eggplants.” I scooped a handful of big white beans out of one of Mattie’s jars. “These are beans. Remember white bean soup with ketchup? Mmm, you like that. “Bean,” Turtle said. “Humbean.” (97)

Bean is Turtle’s first word. It symbolizes new world for Turtle. Turtle wakes up from her silence and talks to Taylor. She forgets her trauma. It also
becomes new energy for Taylor. Taylor works hard to release Turtle from her traumatic period. After a few months, she can make Turtle says her first word. It becomes a great happiness for Taylor.

Taylor also works in Mattie’s bean garden. She works to grow and harvest the purple bean. When she works there many miracles happen in her life. She finds her best friend, Lou Ann. Lou Ann is Mattie’s neighbor. Her husband left her when she is pregnant with their first son, Dwayne Ray. Lou Ann understands Taylor very much.

Taylor also meets Estevan, the man she loves when she works there. Actually, Estevan has had a wife, Esperanza, however Taylor cannot avoid her feeling.

“What kind of words, it was easy to guess: ”He was unbelievably handsome, with this smile that could just crack your heart right down the middle.” (94) “I remembered how he and I had once jumped almost naked into an icy stream together, how long ago that seemed, and how innocent, and now I was madly in love with him, among other people. I couldn’t stop laughing. I had never felt so happy.” (163)

Estevan is the only man talked of in the novel who has a special relationship with Taylor. It can be seen that Taylor loves Estevan very much. Although they cannot share their feeling, but Taylor is happy because she can understand and love Estevan. Her love for Estevan brings new spirit for Taylor. Everyday is colorful. With Estevan she can feel the beauty of her life.

When Taylor works in Mattie’s garden, Taylor can also release her trauma about tire. When she was child, she saw Newt Hardbine’s father hang on the top of the Standard Oil sign after a tractor tire blew up. Because of this accident, Newt
Hardbine’s father lost his hearing. Therefore, it makes Taylor experiences trauma. However, when she works at Mattie’s garden, she can release her trauma. Mattie offers her to work in her auto repair shop, Jesus Is Lord Used Tires. She learns how to put on and off tires from cars. Taylor not only works hard to earn money, but also she works hard to release her trauma of tire. After she can release her trauma, she considers tires as blessing.

“Do you know, I spent the first half of my life avoiding motherhood and tires, and now I’m counting them as blessings?” (137)

It shows us that Taylor has forgotten her trauma of tires and now she realizes that she gains many blessings when she works in Mattie’s garden. The novel wants to show us that Taylor has much new energy and spirit to fight for her life through incidents that happen in bean garden.

The bean trees have a symbiotic relationship with bugs called rhizobia, which move up and down the wisteria vine’s roots and provide a network that transfers nutrients. This mutual aid symbolizes the help and love human beings give one another. The bean trees, like people, only thrive with a network of support.

If we think about bean trees, we will think about fresh and beautiful plant. We will imagine the garden which has calm and cool atmosphere. Through The Bean Trees, Barbara wants the reader to feel and understand a beautiful bean garden which has fresh air, in other words, it means new energy, new world and bright future.
CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter consists of two parts, namely conclusion and suggestions. The first part is about the conclusion of chapter 4 which is the answers to formulation problems. The second part consists of two parts, suggestions for future researchers and for English language teaching.

A. Conclusion

From the discussion above, it can be concluded that Taylor is an education orienting woman. She considers education as one of the important things in her life. Although at that time, education was still a strange thing for people in Kentucky, however Taylor intended to stay in school and finish her education. Later, she proves that education is really important to change her life. She gains a better job when she is still in high school. With her money, she can help her mother to pay the rent and the bills. She can also buy a car, ’55 Volkswagen bug. It shows us that if we want to change our life, we should gain an education. Education will help us to find a good job.

Taylor is also a courageous woman. She is brave to take a risk of all of her actions. After she buys a car, Taylor leaves her mother and her town, Kentucky to drive west. It is a new experience for her. She never goes out of town alone. Moreover, she goes far from her mother. She is not afraid if something bad happens in her trip. There is no family or friends there who can help her. She
knows no one. Her courage is also shown when she drives her three beloved people, Estevan and Esperanza, Guatemalan illegal refugees, and Turtle, her illegal adopted daughter to Oklahoma. Although, she will have problems when the police know that she brings three illegal people, it will not change her mind. She will always protect them as best she can. Later, she can prove it that she can drive them safely to Oklahoma. She can send Estevan and Esperanza to a safe house and she can gain legal permission to adopt Turtle.

Taylor is a loving woman. Taylor loves everyone in her life. She loves her mother very much. Wherever she goes, she always remembers her mother. For her, her mother is her sunshine. Taylor also loves Turtle very much. She has made great effort to get legal permission to adopt Turtle. She also helps Turtle to release her trauma about her past life. She makes Turtle say her first word after her long silence. Taylor also loves her friends very much, Lou Ann, Estevan, Esperanza, Mattie, etc. For Estevan and Esperanza, she is willing to take a risk of her action to drive them to Oklahoma. She wants them to live in a safe house so they will not be caught by the police. Besides, she love humans, she also loves plants. It is proved by her work in Mattie’s bean garden. Taylor takes care of bean trees better.

Taylor is a hard worker. She always makes hard effort to stay alive. She works in all kinds of different places. Although, she only earns a little money, she works effectively. First, she works in Pittman County Hospital. Then when she moves to Arizona, she tries to work in Burger Derby, Mattie’s bean garden and
Taylor is a powerful woman. She faces her problems bravely. She never runs from her problem. She always tries to solve it. Taylor wants to adopt Turtle although she will be a single parent. She will protect and love Turtle by her self. She will always give happiness to Turtle. When Taylor works in Mattie’s auto repair shop, she can also release her trauma of tire. It shows that she is really a strong woman. She wants to improve herself and fight her trauma which is maybe impossible done by other people. Taylor also proves that she can drive Estevan and Esperanza to a safe house in Oklahoma alone. She has thought before that she will go into danger. However, she can manage it better. She did it.

Seeing Taylor’s great character, we can understand Taylor’s motivation for adopting Turtle. From the surface meaning, it can be concluded that Taylor adopts Turtle for three reasons. First, Taylor has no other choice. She is forced by Turtle’s aunt. Turtle’s aunt just gives Turtle to Taylor without paper and things. She just leaves Turtle in Taylor’s car. Therefore, Taylor has no other choice. Although she does not like it, she cannot leave Turtle.

Second, Taylor’s motivation is because of humanism. She sees that Turtle has no parents and other family who loves and cares for her. Moreover, she knows that Turtle has been molested in her early young age. She feels sorry about it. She imagines how Turtle can continue her life with her terrible past experience. Therefore, she wants to help Turtle to release her trauma by adopting her.
Third is because of love. At first, Taylor does not love Turtle. But finally, she loves Turtle very much. Seeing Turtle’s cuteness, she starts to love Turtle. Taylor also shows her love for Turtle when she tries to gain legal permission to adopt Turtle. She is willing to go to Oklahoma just to find Turtle’s relatives.

Then from the deeper meaning, it has been found that Taylor remembers her past life when she sees Turtle. She remembers how her mother loves and looks after her. Because of her past experience, Taylor is willing to be a great single parent for Turtle. She wants to be a mother like Alice, Taylor’s mother.

The bean trees have also meaning. In reality, bean tree is a plant that has much energy. The bean trees have a symbiotic relationship with bugs called rhizobia, which move up and down the wisteria vine’s roots and provide a network that transfers nutrients. This mutual aid symbolizes the help and love human beings give one another. The bean trees, like people, only thrive with a network of support.

From this study, we know that bean trees are actually Taylor’s new energy and spirit to continue her life. She gets new energy from her adopted daughter, Turtle, her friends and her mother.

Bean tree is also a start to enter new life. In the bean garden, Turtle speaks her first word after her long silence. Bean is her first word.
B. Suggestions

1. Suggestions for Future Researchers

*The Bean Trees* is an interesting novel. There are many kinds of unique problems which can be discussed. Most of the problems deal with social values. Therefore it will be an interesting discussion since the problems are still up to date.

This thesis can be used as a reference for those who want to conduct study related to Barbara Kingsolver’s *The Bean Trees*. For future researchers, it is suggested to study the motivation of Turtle’s aunt in leaving Turtle with her guardian parent. In conducting this study, it is also suggested to use a feminist’s approach since almost all of the characters are women.

2. Suggestions for Teaching and Learning Activities

Teaching English as a foreign language invites teacher to be creative. They should provide various materials for students to avoid boredom. Using authentic materials as the source of teaching and learning activity is also a good way. Teacher can create good atmosphere in the classroom. Many students are interested to learn when they gain new and attractive material. Authentic material can also improve students’ skills in learning English. They will learn English faster when they frequently practice English using authentic materials, because authentic materials provide new vocabulary for students. English novel is one of the authentic materials that can be used in teaching and learning activity. It is suggested that teacher uses *The Bean Trees* as the source of material in teaching
English as a foreign language. Since the novel is interesting and flexible to be adapted in reading, writing, listening, speaking, and also vocabulary, teacher can use the novel as the source of teaching and learning activities.

In using *The Bean Trees* as the source of material, there are some steps to be followed by the teacher.

1) Teacher chooses one of the chapters of *The Bean Trees* which is related to the topic of teaching and learning activity. In choosing the material, teacher should also consider students’ ability. Teacher should design material which is appropriate to student’s level, therefore the student can achieve the goal of teaching and learning activity.

2) Teacher should design the handout and distribute it to the students. In designing the handout, teacher should also consider the instructions, therefore student will understand what they should do.

There are some teaching and learning activities suggested, as follows

**a. The Implementation of *The Bean Trees* in Teaching Basic Writing Skill**

Teaching basic writing skill using the material from *The Bean Trees* is an attractive way. The novel consists of various problems which are still up to date and related to the daily activities. By using the novel as the source of material, students will gain a real model in learning English. It is suggested for teacher to use the novel, especially chapter three and five to teach basic writing skill for the
topic of description. Besides learning descriptive text, students will also learn new vocabulary, so it will also increase their mastery of vocabulary.

The procedures of teaching basic writing skill are described as follows:

1) The teacher decides the topic for teaching and learning activities.
2) The teacher reads *The Bean Trees* and takes some parts of the novel which are appropriate to the topic.
3) The teacher designs a handout for the students.
4) The teacher designs lesson unit plan.
5) The teacher carries out his/her lesson unit plan in the classroom.
6) The teacher uses the handout to teach students.
7) The teacher makes evaluation on his/her material.

b. The Implementation of *The Bean Trees* in Teaching Book Report

Besides basic writing skill, it is also suggested teacher uses *The Bean Trees* to teach book report. Many life values can be learned through *The Bean Trees*. Therefore, teacher will not only enrich students with English skill, but also with life values. Students will also find benefits for their mastery of vocabulary. Since the novel consists of much new vocabulary, the students can improve their skill. They will also enjoy learning English and change their perception if learning English is difficult.

The procedures of teaching book report are described as follows:

1) The teacher asks students to gain the copy of *The Bean Trees*. 
2) The teacher gives students the book report form which should be filled in after they read the novel.

3) The teacher asks students to read the novel in three weeks.

4) The students submit their work in three weeks.

5) The teacher conducts oral examination for the students or asks students to present their work in front of the class.
REFERENCES


Internet Sources:

**Appendix 1**

**THE BEAN TREES SUMMARY**

_The Bean Trees_ takes place in rural Kentucky. Taylor Greer, who is known at the beginning of the novel by her given name, Marietta, or by her nickname, Missy, remembers a moment in her childhood when Newt Hardbine’s father was thrown to the top of the Chevron sign after his tractor tire exploded. Ever since then, Taylor has been afraid of tires. Taylor is different with her friends, she avoids pregnancy and motherhood. When she was in high school, she works in Pittman County Hospital. Later, she can buy a car and drives west, leaving her beloved mother.

Taylor decides that she will drive until her car runs out of gas and then take a new name based on wherever she is when her car stops. She ends up in Taylorville, and changes her name from Marietta to Taylor. Her car breaks down in the middle of the Cherokee Nation in Oklahoma, and she stops in an old bar for a cup of coffee and a hamburger. As she sits in her car, getting ready to leave, a woman approaches and puts a toddler in the front seat of Taylor’s car, telling her to take it. She tells Taylor she is the sister of the child’s mother and that the toddler was born in a Plymouth car. The woman leaves with no further explanation. Taylor is bewildered, but drives off with the child. They go to a hotel, and while bathing the toddler, Taylor discovers that the toddler, a girl, has been abused and sexually molested. She names the toddler, Turtle because the girl clings to things like a mud turtle.
Eventually, Taylor and Turtle make it to Tucson, Arizona. When Taylor’s two back tires blow out, Taylor goes to an auto-repair shop called Jesus Is Lord Used Tires. There she meets the owner, a kind, wise woman named Mattie.

Taylor has started her new job in Burger Derby, but she quits six days later. She begins to look for a place to live, and finds a room for rent listed in the paper. The room turns out to belong to Lou Ann. The two women become best friend, and Taylor takes the room. Without work, Taylor is left with no option but to take a job working for Mattie at Jesus Is Lord Used Tires. One day Taylor meets two of Mattie’s friends, Estevan and Esperanza, a married couple from Guatemala.

One day, Esperanza attempts suicide. When Estevan comes to tell Taylor this news, he ends up divulging the story of their past. He tells her that he and Esperanza had to leave behind a child in Guatemala. The government wanted the names of union members from Estevan and Esperanza and took their daughter, Ismene, as a way of forcing them to tell. Choosing to save twenty lives instead of trying to get their daughter back, the couple fled their country. Estevan spends the night on Taylor’s couch. Taylor realizes she is falling in love with him.

On the night of the first summer rain, Mattie takes Esperanza, Estevan, and Taylor into the desert to see the natural world come to life. Turtle is left with her baby-sitter, a blind woman named Edna Poppy. Edna and Turtle go to the park, and because of her disability, Edna does not notice when a prowler approaches Turtle. Taylor returns and hears as much of the story as Edna can tell. Edna heard
struggling and swung in the direction of the attacker with her cane. She hit him and then felt Turtle tugging on the hem of her skirt. Turtle does not seem hurt, but she has stopped speaking and has the same vacuous look in her eyes that she had when Taylor first saw her. The police investigation into the attack on Turtle reveals that Taylor has no legal claim on Turtle. Taylor will be forced to give her to a state ward or find a way around the law. The social worker in Tucson gives Taylor the name of a legal advisor in Oklahoma, where the laws are different.

Mattie becomes worried about Estevan and Esperanza’s safety. A recent crackdown on illegal immigration will force them to find a new home and a way of getting there. Taylor decides she will transport Estevan and Esperanza to another sanctuary for illegal immigrants in Oklahoma. While there, she will look for Turtle’s relatives and see if they will consent to a legal adoption. Once in Oklahoma, Taylor returns to the bar where she received Turtle but finds that it has changed owners. There are no signs of the people she met there seven months before. Taylor, Esperanza, and Estevan decide to go to the Lake o’ the Cherokees. During that time, Taylor makes a plan to convince the authorities in Oklahoma that Estevan and Esperanza are Turtle’s biological parents.

Once in the office of Mr. Armistead, the legal authority in Oklahoma, Esperanza and Estevan pretend to be Turtle’s biological parents. Esperanza sobs real tears at the prospect of giving up Turtle, and Taylor realizes that Esperanza is grieving the loss of her own daughter, who looked so much like Turtle. Taylor and Turtle drop off Esperanza and Estevan at their new home, a church in Oklahoma. Taylor says a tearful goodbye to Estevan. Taylor then calls her mother, who
comforts her. Taylor and Turtle head back to Tucson, a place that both of them now call home. They live happily there.

Appendix 2

LIST OF CHARACTERS

Taylor Greer: The protagonist of the novel, Taylor also narrates much of the story. She is a strong, gutsy woman, and her voice is both sassy and kind. Born and raised in rural Kentucky, she leaves to escape a small life in her hometown. Like her mother, she is proud of her Cherokee blood.

Turtle: The child given to Taylor in the middle of the Cherokee nation. She gets her name from her clingingness, which reminds Taylor of the mud turtles in Kentucky. She is so quiet and unengaged that many believe her to be dumb or retarded. This silence, however, is due to Turtle’s history: although she is only three years old, Turtle has already been physically and sexually abused. Although Taylor has spent her life avoiding pregnancy, she keeps Turtle with her.

Lou Ann Ruiz: A Kentuckian woman who settled in Tucson with her baby, Dwayne Ray. Her husband, Angel, has just walked out on her when the story begins, and Taylor and Turtle move in with her. She worries about the terrible accidents and horror stories she hears about, fearing for the safety of herself and her baby. More sensitive and more provincial than Taylor, she is nonetheless a survivor.

Mattie: The owner of Jesus Is Lord Used Tires and a mother figure for Taylor. She is wise and kind. She allows illegal immigrants to stay in her home, operating a kind of sanctuary. Her garden of beautiful vegetables and car parts is an
inspiration for Turtle, whose first word is *bean* and who loves all kinds of vegetables.

**Estevan:** A Guatemalan refugee, he worked as an English teacher in Guatemala before him and his wife fled to the United States. He speaks beautiful English, and his kind ways inspire romantic feelings in Taylor. He lives in Mattie’s building with his wife, Esperanza. He enlightens Taylor about the corruption of Central American governments.

**Esperanza:** Estevan’s wife. Her grave demeanor is a reflection of her sorrowful past. Turtle’s presence touches her because Turtle reminds her of the daughter she had to leave behind.

**Ismene:** Estevan and Esperanza’s daughter, whom they left in Guatemala. She represents both the horror of political corruption and the desperation that can necessitate the abandonment of children.

**Alice Greer:** Taylor’s mother, who lives in Kentucky. In Chapter One, Taylor says that her mother expects the best from her daughter and thinks that whatever Taylor does is wonderful. An encouraging, kind mother, she is the only part of Taylor’s hometown that Taylor misses when she leaves.

**Newt Hardbine:** Taylor’s classmate. He drops out before graduation to help his family on its farm and dies before Taylor leaves Pittman County. He represents what could have been Taylor’s fate that she had a wonderful mother and the determination to leave town.
**Edna Poppy**: The blind woman who lives with Mrs. Parsons. She is much warmer than her roommate.

Appendix 3

BIOGRAPHY OF BARBARA KINGSOLVER

Barbara Kingsolver was born on April 8, 1955. She grew up "in the middle of an alfalfa field," in the part of eastern Kentucky that lies between the opulent horse farms and the impoverished coal fields. While her family has deep roots in the region, she never imagined staying there herself. "The options were limited-grow up to be a farmer or a farmer's wife."

Kingsolver has always been a storyteller: "I used to beg my mother to let me tell her a bedtime story." As a child, she wrote stories and essays and, beginning at the age of eight, kept a journal religiously. Still, it never occurred to Kingsolver that she could become a professional writer. Growing up in a rural place, where work centered mainly on survival, writing didn't seem to be a practical career choice. Besides, the writers she read, she once explained, "were mostly old, dead men. It was inconceivable that I might grow up to be one of that myself..."

Kingsolver left Kentucky to attend DePauw University in Indiana, where she majored in biology. She also took one creative writing course, and became active in the last anti-Vietnam War protests. After graduating in 1977, Kingsolver lived and worked in widely scattered places. In the early eighties, she pursued graduate studies in biology and ecology at the University of Arizona in Tucson, where she received a Masters of Science degree. She also enrolled in a writing class taught by author Francine Prose, whose work Kingsolver admires.
Kingsolver's fiction is rich with the language and imagery of her native Kentucky. But when she first left home, she says, "I lost my accent . . . people made terrible fun of me for the way I used to talk, so I gave it up slowly and became something else." During her years in school and two years spent living in Greece and France she supported herself in a variety of jobs: as an archaeologist, copy editor, X-ray technician, housecleaner, biological researcher and translator of medical documents. After graduate school, a position as a science writer for the University of Arizona soon led her into feature writing for journals and newspapers. Her numerous articles have appeared in a variety of publications, including The Nation, The New York Times, and Smithsonian, and many of them are included in the collection, High Tide in Tucson: Essays from Now or Never. In 1986 she won an Arizona Press Club award for outstanding feature writing, and in 1995, after the publication of High Tide in Tucson, Kingsolver was awarded an Honorary Doctorate of Letters from her alma mater, De Pauw University.

Kingsolver credits her careers in scientific writing and journalism with instilling in her a writer's discipline and broadening her "fictional possibilities." Describing herself as a shy person who would generally prefer to stay at home with her computer, she explains that "journalism forces me to meet and talk with people I would never run across otherwise."

From 1985 through 1987, Kingsolver was a freelance journalist by day, but she was writing fiction by night. Married to a chemist in 1985, she suffered from insomnia after becoming pregnant the following year. Instead of following her doctor's recommendation to scrub the bathroom tiles with a toothbrush,
Kingsolver sat in a closet and began to write *The Bean Trees*, a novel about a young woman who leaves rural Kentucky and finds herself living in urban Tucson.

*The Bean Trees*, published by HarperCollins in 1988, and reissued in a special ten-year anniversary hardcover edition in 1998, was enthusiastically received by critics. This novel contains 17 chapters and 231 pages. But, perhaps more important to Kingsolver, the novel was read with delight and, even, passion by ordinary readers. "A novel can educate to some extent," she told *Publishers Weekly*. "But first, a novel has to entertain—that's the contract with the reader: you give me ten hours and I'll give you a reason to turn every page. I have a commitment to accessibility. I believe in plot. I want an English professor to understand the symbolism while at the same time I want the people I grew up with—who may not often read anything but the Sears catalogue—to read my books."

For Kingsolver, writing is a form of political activism. When she was in her twenties she discovered Doris Lessing. "I read the Children of Violence novels and began to understand how a person could write about the problems of the world in a compelling and beautiful way. And it seemed to me that was the most important thing I could ever do, if I could ever do that".

Appendix 4

The Implementation of Teaching Basic Writing Skill Using Part of Chapter 3 and 5 of *The Bean Trees* for The First Semester of English Language Education Study Program

**Lesson Unit Plan**

**Subject**: Basic Writing Skill

**Level of Students**: First Semester of English Language Education

**Topic**: Describing Objects and Places

**Time Allocation**: 100 minutes

**Competence Standard:**

On completing the course, the students are expected to be able:

1. To understand the minimum requirements in writing English
2. To understand the typical features of description and narration.
3. To construct grammatical and meaningful English sentences, in order to compose good paragraph using different given topics.

**Basic Competence:**

Students are able to:

1. Analyze description of objects and places.
2. Write description of objects and places.
Learning Method:
Lecturing, individual assignments, group discussion, and class discussion.

Learning Media:
Handout

Learning Sources:

Teaching and Learning Activities:

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Pre - Activity:</strong></td>
<td>15’</td>
</tr>
<tr>
<td>1) Teacher greets students.</td>
<td></td>
</tr>
<tr>
<td>2) Teacher asks students:</td>
<td></td>
</tr>
<tr>
<td>• What do you know about description of objects?</td>
<td></td>
</tr>
<tr>
<td>• Can you give me an example of describing object?</td>
<td></td>
</tr>
<tr>
<td>• What do you know about description of places?</td>
<td></td>
</tr>
<tr>
<td>• Can you give an example of describing place?</td>
<td></td>
</tr>
<tr>
<td><strong>B. Whilst Activity</strong></td>
<td>70’</td>
</tr>
<tr>
<td>1) Teacher distributes the handout.</td>
<td></td>
</tr>
<tr>
<td>2) Students read exercise 1 and language elements.</td>
<td></td>
</tr>
<tr>
<td>3) Students do exercise 2.</td>
<td></td>
</tr>
<tr>
<td>4) Students discuss their works in pair and give comment on their friends’ work.</td>
<td></td>
</tr>
<tr>
<td>5) Students do exercise 3 in group.</td>
<td></td>
</tr>
<tr>
<td>6) Students share their works with the whole class.</td>
<td></td>
</tr>
<tr>
<td>7) Students give comment on their friends’ work.</td>
<td></td>
</tr>
<tr>
<td>8) Students read exercise 4.</td>
<td></td>
</tr>
<tr>
<td>9) Students do exercise 5.</td>
<td></td>
</tr>
<tr>
<td>10) Students share their works with the whole class.</td>
<td></td>
</tr>
<tr>
<td>11) Teacher gives comments on their works.</td>
<td></td>
</tr>
</tbody>
</table>
C. Post Activity

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students make their own reflection, what they have learnt today.</td>
<td>15’</td>
</tr>
<tr>
<td><strong>Total time</strong></td>
<td><strong>100’</strong></td>
</tr>
</tbody>
</table>
Describing Objects and Places

Exercise 1

Please read the following description of object taken from chapter three of The Bean Trees!

We went through the door at the back, which led through a little room jam-packed with stuff. There was a desk covered with papers, and all around against the walls there were waist high stacks of old National Geographic and Popular Mechanics and something called The Beacon, which showed Jesus in Long, swirling robes floating above a lighthouse. Behind the desk there was a staircase and another door that led out the back. I could hear someone thumping around overhead in stocking feet.

Outside was a bright, wild wonderland of flowers and vegetables and auto parts. Heads of cabbage and lettuce sprouted out of old tires. An entire rusted-out Thunderbird, minus the wheels, had nasturtiums blooming out the windows like mama’s hen-and-chicks pot on the front porch at home. A kind of teepee frame made of CB antennas was all overgrown with cherry-tomato vines.


Language Elements

In describing objects, consider these aspects:

1. **Shapes**: square, rectangle, rectangular, circle, round, semi-circle, oval, triangle, parallelogram, point, pointed, star, diamond, can, cube, pyramid, bar, cone, ellipse.
2. **Patterns**: striped, tartan, floral, check, checkered, spotted, pinstripe, print.
3. **Texture**: even, smooth, polished, silky, sleek, downy, slippery, furry, rough, coarse, jagged, prickly, gnarled, creamy.
4. **Colors**: black, white, grey, yellow, red, orange, green, blue, turquoise, purple, pink, beige, brown, teal, indigo, violet, lavender, amber, lime.
   Shades of colors: dark green, light blue, pale yellow.
5. **Density and Weight**: solid > < hollow, heavy > < light, thick > < thin, dense > < sparse, weighty, cumbersome.
6. **Dimensions and Sizes**: length, width, small, medium, large, height.
7. **Materials**: rubber, plastic, wood, iron, steel, stainless, glass, paper, leather, aluminum, spandex, fiber.

Exercise 2

*Please write short description of your own bedroom!*

Exercise 3

*Describe objects and ask your friends to guess objects are in your mind!*
Exercise 4

*Please read the following description of place taken from chapter five of The Bean Trees!*

The Republic Hotel was near the exact spot where the railroad track, which at one time functioned as a kind of artery, punctured Tucson’s old, creaky chest cavity and prepared to enter the complicated auricles and ventricles of the railroad station. In the old days I suppose it would have been bringing the city a fresh load of life, like a blood vessel carrying platelets to circulate through the lungs. Nowadays, if you could even call the railroad an artery of Tucson, you would have to say it was a hardened one.

At the point where it entered the old part of downtown, the train would slow down and let out a long, tired scream. Whether the whistle was for warning the cars at the crossings up ahead, or just letting the freeloaders know it was time to roll out of the boxcars, I can’t say. But it always happened very near six-fifteen, and I came to think of it as my alarm clock.

Exercise 5

*Now please describe your hometown and use the following questions for the guidelines?*

1. Where is your hometown?
2. How is the situation there?
3. How do people live there?
4. What is traditional ceremony there?
5. What is famous tourism place there?
6. What is the traditional food of your hometown?
7. What makes your hometown special?
8. Etc.
Appendix 5

The Implementation of Teaching Book Report Using *The Bean Trees* for The Second Semester of English Language Education Study Program

Lesson Unit Plan

**Subject**: Book Report  
**Level of Students**: Second Semester of English Language Education  
**Time Allocation**: 100 minutes

**Competence Standard:**  
On completing the course, the students are able to:

1. Develop basic understanding of reading abridged and unabridged novels.
2. Write book reports, containing information about the book, setting of place and time, characters’ names and descriptions, conflict, theme, summary, and personal opinion about the novel.

**Learning Method:**  
Individual assignment, and oral exam.

**Learning Media:**  
Novel

**Learning Sources:**  
### Teaching and Learning Activities:

<table>
<thead>
<tr>
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<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Pre - Activity:</strong></td>
<td></td>
</tr>
<tr>
<td>1) Teacher greets students.</td>
<td>15’</td>
</tr>
<tr>
<td>2) Teacher asks students about their favorite novels?</td>
<td></td>
</tr>
<tr>
<td><strong>B. Whilst Activity</strong></td>
<td></td>
</tr>
<tr>
<td>1) Teacher explains how to make book report.</td>
<td>70’</td>
</tr>
<tr>
<td>2) Teacher distributes a copy of The Bean Trees and book report form.</td>
<td></td>
</tr>
<tr>
<td>3) Teacher asks students to read at home and make their own book reports.</td>
<td></td>
</tr>
<tr>
<td><strong>C. Post Activity</strong></td>
<td></td>
</tr>
<tr>
<td>1) Students make their own reflection, what they have learnt today.</td>
<td>15’</td>
</tr>
<tr>
<td><strong>Total time</strong></td>
<td>100’</td>
</tr>
</tbody>
</table>
Book Report Form

A. Examinee

Name: ______________________________________
Student Number: ______________________________________
Date of submission: ______________________________________
Book Report: ______________________________________

B. Work

Title of Book: ______________________________________
Author: ______________________________________
Publisher: ______________________________________
Year of publication: ______________________________________

1. Setting (of time and place)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Major Characters: Give a brief description of each character!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3. Summary

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What is (are) the major conflict(s) in the story?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. How does the story end?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
6. What is the theme of the book?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. Do you like the book? Why or Why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. This book was ..........  
   Easy to read  Just right to read  A little difficult to read  Too hard

9. List of vocabulary

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Good Luck