COELHO’S PERSONAL LIFE AS REFLECTED
IN THE CHARACTERS VERONIKA AND EDUARD
IN PAULO COELHO’S VERONIKA DECIDES TO DIE

A THESIS

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

By
Catur Fitriana
Student Number: 061214139

ENGLISH LANGUAGE EDUCATION STUDY PROGAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2011
COELHO’S PERSONAL LIFE AS REFLECTED IN THE CHARACTERS VERONIKA AND EDUARD IN PAULO COELHO’S VERONIKA DECIDES TO DIE

A THESIS

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

By

Catur Fitriana
Student Number: 061214139

ENGLISH LANGUAGE EDUCATION STUDY PROGAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2011
A Thesis on

COELHO'S PERSONAL LIFE AS REFLECTED
IN THE CHARACTERS VERONIKA AND EDUARD
IN PAULO COELHO'S VERONIKA DECIDES TO DIE

Prepared and Presented by
Catur Fitriana
Student Number: 0612139

Approved by
Drs. L. Bambang Hendarto Y., M.Hum
Sponsor

July 25, 2011
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

COELHO’S PERSONAL LIFE AS REFLECTED
IN THE CHARACTERS VERONIKA AND EDUARD
IN PAULO COELHO’S VERONIKA DECIDES TO DIE

By
Catur Fitriana
Student Number: 061214139

Defended before the Board of Examiners
on 25 August 2011
and Declared Acceptable

Board of Examiners
Chairperson : Caecilia Tutyandari, S.Pd., M.Pd.
Secretary : Made Frida Yulia, S.Pd., M.Pd.
Member : Drs. L. Bambang Hendarto Y., M.Hum.
Member : Drs. Barli Bram, M.Ed.
Member : C. Tutyandari, S.Pd., M.Pd.

Yogyakarta, 25 August 2011
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,
Rahandi, Ph.D.

iii
"When you can't go back, you have to worry only about the best way of moving forward"

Paulo Coelho

This thesis is dedicated to:

My beloved parents

My brothers and sisters
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

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 scientific paper should.

Yogyakarta, July 25, 2011

The Writer

Catur Fitriana
06 1214 139
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPEMINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:
Nama : Catur Fitriana
Nomor Mahasiswa : 061214139

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

COELHO’S PERSONAL LIFE AS REFLECTED IN THE CHARACTERS VERONIKA AND EDUARD IN PAULO COELHO’S VERONIKA DECIDES TO DIE

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

Demikina pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 5 September 2011

Yang menyatakan,

Catur Fitriana
ACKNOWLEDGEMENTS

I praise Allah SWT, my Almighty Creator, for giving me guidance, strength, and blessings. I thank Him for guiding me to pass the hard times in finishing this thesis. My greatest attitude is also dedicated to my parents, Dwi Rahayu and Bedjo Supriyadi, for the endless love, guidance, and support. I also thank my brothers and sisters: mbak Rini, mas Wahyu, mas Kus, Eko and Sari for giving me help, supports, and great brotherhood. What a wonderful family I have with them all.

I am deeply indebted to my major sponsor Drs. L. Bambang Hendarto Y., M.Hum for his patience, guidance, advice, and assistance. Without him, I would never be able to finish my thesis. I would also thank Satrio Nugroho S.Pd for his thorough reading and advices.

I would like to express my gratitude to all lecturers of English Education Study Program Sanata Dharma University who have given me valuable and everlasting knowledge. The same expression goes to the secretariat staff; mbak Dhaniek and mbak Tari, for helping me in the administration procedures.

I thank all friends of 2006 PBI's students, especially Ata, Indi, and Yoana, for the great time we have shared together. I also thank Eka, Endru, Wiwit, Ragil, Thomas, and Ria, who helped me in gaining the information to complete my thesis.
My special thanks go to my beloved Ade Febri Saputra for giving me endless support, understanding, love, and caring. I thank him for always accompanying me in the good and bad times.

Last but not least, I thank my best friends Eti, Tya “kicrit”, Nita, and Dewi for the support, love, and the lessons of life we get through the quality times we have had together. I also thank all people who I cannot mention their names one by one, for giving me supports and prayers so I can finish my thesis. May Allah grant them with peace and happiness.

Catur Fitriana
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE ................................................................. i</td>
</tr>
<tr>
<td>PAGES OF APPROVAL .......................................................... ii</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY .......................................... iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS ............................................................. v</td>
</tr>
<tr>
<td>TABLE OF CONTENTS ........................................................... vii</td>
</tr>
<tr>
<td>ABSTRACT ............................................................... x</td>
</tr>
<tr>
<td>ABSTRAK ............................................................... xi</td>
</tr>
</tbody>
</table>

CHAPTER I. INTRODUCTION
A. Background of the Study ..................................................... 1
B. Objectives of the Study ...................................................... 5
C. Problem Formulation .......................................................... 5
D. Benefits of the Study .......................................................... 5
E. Definition of Terms ............................................................ 6
   1. Character ................................................................. 6
   2. Personal Life .............................................................. 6
   3. Lunatic Asylum ............................................................ 7
   4. Schizophrenia ............................................................. 7
   5. Biography ............................................................... 7

CHAPTER II. THEORETICAL REVIEW
A. Review of Related Studies .................................................. 8
B. Review of Related Theories ................................................ 10
   1. Character ................................................................. 10
   2. Characterization .......................................................... 11
   3. Someone’s Goal in Life ................................................. 13
   4. Maslow’s Hierarchy of Needs ....................................... 14
   5. Schizophrenia ........................................................... 17
6. Review of Paulo Coelho’s Personal Life ............................. 22
7. The Relation Between Biography and Literature ............. 30
C. Theoretical Review ................................................................. 31

CHAPTER III. METHODOLOGY
A. Object of the Study ............................................................... 33
B. Approach of the Study .......................................................... 34
C. Method of the Study ............................................................. 35

CHAPTER IV. ANALYSIS
A. The Characteristics of Veronika and Eduard ...................... 37
   1. The Characteristics of Veronika ........................................ 38
   2. The Characteristics of Eduard ....................................... 43
B. Paulo Coelho’s Personal Life as Reflected in the Characters Veronika and Eduard .......................................................... 49
   1. Raised in a Loving and Caring Family ............................ 51
   2. Having the Family Tradition to Live Normally .............. 52
   3. Dropped Out from School ......................................... 54
   4. Schizophrenic ............................................................. 55
   5. Living in a Lunatic Asylum ......................................... 59
   6. Introvert ..................................................................... 62
   7. Cowardice ................................................................. 63
   8. Superstitious .............................................................. 65
   9. Religious .................................................................... 67

CHAPTER V. CONCLUSIONS AND SUGGESTIONS
A. Conclusions ........................................................................ 69
B. Suggestions ....................................................................... 72
   1. Suggestions for Future Researchers ............................ 72
   2. Suggestions for English Language Teaching .............. 73
ABSTRACT


This study discusses a literary work that portrays the personal life of the author, that is, Paulo Coelho’s Veronika Decides to Die. The novel tells about a young woman named Veronika who tries to kill herself in a cold November. However, her suicide attempt fails and forcefully leads her into a lunatic asylum. In the asylum, Veronika can find the meaning of life.

Two issues are discussed in this study. They are (1) how Veronika and Eduard, the characters of the novel, are portrayed? and (2) how those characters reflect Paulo Coelho’s personal life?

The method employed in this study was library research. The primary source was the novel itself, Veronika Decides to Die. The secondary sources used to analyze the issues above were books and electronic articles about literary works and Paulo Coelho, which were supportive and relevant to the study. Relating to the problems presented, this study applied the psychological and the biographical approaches. The theories used were theories of character and characterization, someone’s goal in life, motivation, schizophrenia, the biography of Paulo Coelho, and the relation between biography and literature.

There are two findings in this study. The first is the characteristics of Veronika and Eduard. Veronika is categorized as a main character. She is an introvert, cowardice, superstitious, and schizophrenic. She is sent to the lunatic asylum because of her suicide attempt. Through her brief stay in the asylum, Veronika can find the meaning of life. Meanwhile, Eduard is categorized as a minor character. He is an introvert, superstitious, religious, and schizophrenic. When he meets Veronika, he can find the strength to be cured from his disease. From the analysis, it is also revealed that those characters reflect Paulo Coelho’s personal life. The subjects in which Paulo, Veronika and Eduard have similarity are that they are introvert, cowardice, superstitious, schizophrenic, and religious, raised in a loving and caring family, have the family tradition to live normally, dropped out from school, and live in an asylum.

Besides providing the suggestion for possible future researches on Paulo Coelho’s Veronika Decides to Die, this thesis also provides material to teach English by using excerpt of the novel in teaching Public Speaking I.
ABSTRAK


Dua isu yang dibicarakan dalam penelitian ini, yaitu (1) apa saja ciri pembawaan Veronika dan Eduard, dua karakter dalam novel ini? dan (2) bagaimana kedua karakter tersebut mencerminkan kehidupan pribadi seorang Paulo Coelho?

Metode yang digunakan dalam penelitian ini adalah studi pustaka. Sumber utama yang digunakan merupakan novel Veronika Decides to Die yang ditulis oleh Paulo Coelho. Sumber tambahan yang digunakan untuk menganalisis isu-isu di atas adalah buku-buku dan artikel-artikel elektronik mengenai karya sastra dan Paulo Coelho yang mendukung dan sesuai untuk penelitian ini. Untuk menjawab rumusan masalah, penelitian ini menggunakan pendekatan psikologis dan biografi. Teori-teori yang digunakan antara lain teori-teori mengenai tokoh dan penokohan, tujuan hidup seseorang, motivasi, penyakit skizofrenia, biografi dari Paulo Coelho dan hubungan antara biografi dan kesastraan.


Selain menyuguhkan saran untuk penelitian-penelitian tentang Veronika Decides to Die dari Paulo Coelho selanjutnya, dalam skripsi ini juga disediakan materi yang berupa cuplikan dari novel ini untuk mengajar Public Speaking I.
CHAPTER I

INTRODUCTION

This first chapter contains the introduction of the study and consists of five parts. The first part is the background of choosing the subject, explaining the reasons in conducting this study. The second part is the objectives of the study. The third part is problem formulation, in which the problem of the study is proposed in the form of research questions. The fourth part is the benefits of the study, explaining the importance of the study. The last part of this chapter contains the definition of terms used in this study in order to avoid misunderstanding.

A. Background of the Study

Life is about making a decision, which determines what kind of life an individual will live. According to Reason, decision-making can be regarded as the mental processes resulting in the selection of a course of action among several alternative scenarios. Every decision-making process produces a final choice. The output can be an action or an opinion of choice. In life, an individual must face situation that is different from one to others, since there are many factors that lead an individual into a particular situation. This is the reason why the life of each individual in this world will never exactly be the same. If we are talking about individual’s life, we are talking about his personal life. Personal life is the course of an individual's life, especially when viewed as the sum of personal choices contributing to one's personal identity (Baker). The decision taken by individual reveals his or her identity.
The background of the certain decision that an individual takes is the needs. People live with the desire to fulfill their needs, to reach the goals they are willing to achieve. According to Maslow (qtd in Hjelle and Ziegler 369), human beings are born with some innate needs. These needs are arranged in the order of their potency in a hierarchy of needs. The needs are physiological needs, safety needs, belongingness and love needs, self-esteem needs, and self-actualization needs or the needs of personal fulfillment. The lower the need is, the stronger it is. The higher the need is, the weaker it is (Hjelle and Ziegler 369). For example is the need of food. In Maslow’s hierarchy of needs, food belongs to the first layer: physiological needs. People look for food to eat, even when it is difficult to get, they will struggle to make it. After their basic needs are fulfilled, they will keep struggling to fulfill up to the highest needs: self-actualization. Maslow interprets self-actualization as one’s capability to be everything he wants and is capable of it. Self-actualization needs are about to develop and exploit all of his capabilities, potentialities, and talents to be everything he wants. The development and exploitation of one’s capabilities, potentialities, and talents will enable him to improve himself thoroughly and reach a healthy mental condition. These needs include the opportunity and freedom to make one’s dreams and hopes come true (Hjelle and Ziegler 372). This means, if someone fails to fulfill his self-actualization needs, he will come to a condition when he is unable to reach a healthy mental condition. In other words, we can say that this person is mentally ill.

That condition may commonly happen in real life. However, it is also possible to find it in a work of literature. A person can pour his personal experience in his works. Laurence Perrine in her book *Literature: Structure, Sound, and Sense*
argues that human life began, we are told, when God breathed life into a handful of dust and created Adam. Fictional life began when an author breathes life into his characters and makes us believe into their reality, so that there is a tight relationship between the author and his work (Perrine 71).

One example of literary works that portray the personal life of the author is Paulo Coelho’s *Veronika Decides to Die*. This novel tells about the life of Veronika, a twenty-four year old woman who appears living a happy, normal life. It can be said that Veronika can get everything that woman in her age eager to get. She has a good education, a physical beauty, boyfriends, and a loving family. However, in a cold November, she decides to end her life by taking an overdose of sleeping pills.

Her attempt to end her life, in fact, forcefully leads her into a lunatic asylum named Villette. In this asylum, she is told that her heart will stop beating within a week, the most. During this short time, Veronika learns to live her life as she wants it to be, since she has nothing to lose to do so. She does not have to please anyone if she does not want to, she lets herself to feel hateful, she slaps a man’s face to express her anger, and she masturbates herself as far as she can go. She could not do those things in her life before, since she has to be “good” in the eye of other people. She never lets her “bad” side come out. Something is missing in her life. This missing piece makes Veronika believe that her life is not worth living.

In this asylum, Veronika meets Eduard, a schizophrenic, with whom she falls in love. Schizophrenia makes Eduard live in his own world, leaving the reality. Somehow, Eduard loves to hear the sonatas, requiems, and adagios Veronika plays with the piano. Veronika is a good piano player, and being a pianist is her will in her childhood. Her parents prohibit her to be a pianist. Feeling disappointed, she never
plays piano again until she enters the asylum and finds a piano there. Playing piano helps her express her feeling and makes her able to reveal other sides of her life.

Through Eduard, Veronika can find the meaning of love. Veronika believes that people come into the world with their own destiny. She is convinced that her destiny is to draw back Eduard to reality so that he can continue on painting his vision of paradise. On the last day of Veronika’s life, they both decide to leave the Villette and do something crazy in order to live their life to the fullest. When that day passes, Veronika should have been dead. In fact, she is still alive. She continues living and considers every single day as a miracle.

*Veronika Decides to Die* was written by Paulo Coelho in order to fulfill his promise to write about a life in a lunatic asylum. He himself, in fact, had been sent to an asylum three times, in 1965, 1966, and 1967. Leaving the asylum for the last time, he had made two promises. The first was that he would one day write about the subject, and the second was that he would wait until both his parents were dead before touching the publicity on the issue, because he did not want to hurt them, since both had spent many years of their lives blaming themselves for what they had done (Coelho 18).

The novel is interesting to study because the relationship between author’s personal life and the characteristics of the two characters in the novel are portrayed there. To see a woman that fails in her suicide attempt, and finally can find her true love in an asylum must give a lesson of life to the readers. How the personal life of the author reflected in the characteristics of Veronika and Eduard is tickling the readers’ curiosity. That is why the study in this subject is worth conducting.
B. Objectives of the Study

This study has two objectives to achieve. The first objective of the study is to reveal the characteristics of Veronika and Eduard, the characters in this novel. The second objective is to reveal how the characters of Veronika and Eduard reflect Coelho’s personal life.

C. Problem Formulation

Based on the background of the study, the writer formulates two problems to analyze in this study. Those are:

1. How are Veronika and Eduard, the characters of the novel, portrayed?
2. How do those characters reflect Coelho’s personal life?

D. Benefits of the Study

Some benefits can be gained through this study. The writer categorizes the people who can get benefits from this study into three groups; they are people in general, students of English Department, and the English Language teachers.

For people in general, this study hopefully can enrich their knowledge on literature. The object of this study is a novel about the life of insane people based on the insane people’s point of view. This can help us to comprehend the insane people better before we judge them negatively.

For the students of English Department, this study hopefully can be a guidance for those who are going to conduct study in literature, especially those who want to write about the relationship between author’s personal life and the characters in the novel.
The third benefit is that this study provides activities to English Language teaching. By employing the excerpt of the novel, one can create materials to teach students in the advanced level.

E. Definition of Terms

In order to avoid misunderstanding, definition of terms is provided in this thesis. Another advantage of writing the definition of terms is to clarify the terms used in this thesis so that the readers can get a better understanding. The terms to define are character, personal life, lunatic asylum, and schizophrenia.

1. Character

Character is the representation of a person in a narrative or dramatic world of art, such as a novel, play, or film (Baldick 37). In accordance with Baldick, Abrams in *A Glossary of Literary Terms* defines a character as the name of a literary genre; it is a short, and usually witty, sketch in prose of a distinctive type of person. Characters are the persons presented in a dramatic or narrative work, who are interpreted by the reader as being endowed with moral, dispositional, and emotional qualities that are expressed in what they say (the dialogue) and by what they do (the action) (20). In this study, the term character means the person presented in the novel that represents a distinctive type of person.

2. Personal life

Personal life is the course of an individual's life, especially when viewed as the sum of personal choices contributing to one's personal identity (Baker). In this study, personal life is the particular experience of life of the author that can be portrayed in a novel.
3. Lunatic Asylum

Lunatic asylum is the place where people, who are mentally ill, stay and get treatment for their illness. Huffman, Vernoy, and Vernoy explain the history of asylum in their book *Psychology in Action*. The lunatic asylum first appeared in Europe in the fifteenth and sixteenth centuries. Alexander and Selesnick (qtd in Huffman, Vernoy, and Vernoy 480) argue that the asylum was initially inhuman jails, where the patients were shackled to the walls of unlighted and unheated cells. In 1972, Philippe Pinel brought improvement by treated the patients of an asylum humanely, which had positive impact to the improvement of the patients so that they could be released and lived normally.

4. Schizophrenia

Schizophrenia is a group of psychotic disorders involving distortions in language and thinking, perception, emotion, and behavior (Huffman, Vernoy, and Vernoy 490).

5. Biography

Biography is the written life of a person (Sykes 97). According to Hudson, our interest in the writing of any great author triggers our curiosity to his life: the social surroundings in which he lives and his daily converse with his fellows, as well as his ambitions, struggles, successes, and failures (22). The information about the author can be gained through biography, which can help us understand his works better. In this study, the term biography means the personal life of the author.
CHAPTER II

THEORETICAL REVIEW

This chapter consists of three parts. The first part contains the review of the related studies. The second part explains the theories employed in this study. The last part of this chapter explains how those theories are applied in analyzing the novel.

A. Review of Related Studies

The review of related studies is beneficial to get more information about the object of the study and to see the object of the study from the different point of view. The review of the related studies is collected from the studies about the novel conducted by Agnes Meiria Dwihastuti Manggo, a student of English Education Study Program, and five students of English Letters of Sanata Dharma University.

Agnes Meiria Dwihastuti Manggo (38-76) explains how the factors inside and outside Veronika play an important role in the changing of Veronika’s traits. The inner factors are the awareness of her inner self and the awareness of a worth living life, while the outer factors are the environment of Villete, Dr. Igor’s diagnosis, and Eduard’s schizophrenia. Manggo applies the psychological approach in this study (36). This study also provides information about Veronika’s psychological condition related to her motivation to live (55).

Anik Kuswandari (29-53) elucidates moral lessons that could be drawn from the development of Veronika’s character related to happiness, freedom, and suicide. The study employs the moral philosophical approach, which is very helpful to
comprehend the development of Veronika through moral philosophical point of view (25-26).

Agustina Yulianingsih (26-37) states the success of Veronika in dealing with her inner self and finding the meaning of life. The psychological approach used in this study has revealed the process that Veronika has been through in order to find her life meaning (23).

Cahyani Tri Utami (27-52) emphasizes on the main characters’ awareness about the importance of living authentically. Moral philosophical approach is employed in this study (24). This is beneficial to reveal the main point of this novel, that every human being is unique, therefore he or she do not need to force themselves to be the same as others.

Reygan Efra Theofilus (17-37) states how the minor characters in this novel influence the development of Veronika’s inner self. Theofilus employs the formalistic approach, which is useful to comprehend the role of the minor characters in the development of the main character in the story (15).

Daisy Risqi Putri (34-61) explains how the change of environment and new experiences in life can lead Veronika finding the meaning of life. This study applies the psychological approach, which contains information about the influence of the environment and experiences in a process of finding life meaning (30).

This study is indeed conducted on the same novel. However, the focus on how characters in the novel reflect the author’s personal life is aimed to provide a different study from the previous ones. This study is conducted in the psychological point of view and is also based on the biography of the author.
B. Review of Related Theories

This subsection reviews the theories used to analyze the novel. The theories are compiled from several sources that are suitable to analyze the novel. They are theories of character and characterization, someone’s goal in life, motivation, schizophrenia, biography of the author, and the relation between biography and literature.

1. Character

Characters play an important role in a literary work. In order to understand the story, the readers of literary works have to understand the characters in the novel first. Through the actions and the dialogues of the characters, the readers find a way to understand the story of a literary work. According to 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 being endowed with moral, dispositional, and emotional qualities that are expressed in their dialogues and actions. The grounds in the character temperament, desires, and moral nature of their speech and actions are called their motivation. The character may remain stable through the story, from the beginning to the end, or may experience change, which is resulted by a gradual process of motivation and development or because of a crisis (Abrams 23). In addition, Abram also divides the character into major or main character and minor character. Main character presents himself in the story from the beginning to the end and plays an important role in it. He should be able to draw the readers’ attention through his behavior, attitude, action, and speech. On the contrary, minor character only becomes the background of the main character. He is presented only in certain
event. The function of minor character is to strengthen the development of the main character (21).

2. Characterization

Characterization is about how the author describes the characters in a literary work. The characters are revealed through their appearance, actions, and thoughts. M. J. Murphy in *Understanding Unseen* explains several ways used by the authors in describing the characters in their works, those are:

a. Personal description

The author describes the characters through their appearance and clothes.

b. Characters as seen by another

Instead of describing directly, the author can describe the characters through the eyes and opinions of the other characters.

c. Speech

The author can give us an insight into the character of one of the persons in the book through what the person says. Whenever a person speaks, whenever he is in conversation with another, whenever he puts forward an opinion, he is giving us some clue to his character.

d. Past life

By letting the reader to learn something about a person’s past life the author can give us a clue to events that have helped to shape a person’s character. This can be done by direct comment by the author, through the person’s thoughts, through his conversation or through the medium of another person.
e. Conversation of others

The author can also give us clues to a person’s character through the conversations of other people and the things they say about him. People do talk about other people and the things they say often give as a clue to the character of the person spoken about.

f. Reactions

The author can also give us a clue to a person’s character by letting us 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. In this respect, he is able to do what we cannot do in real life. He can tell us what different people are thinking. In the novel, we accept this. The reader then is in a privileged position; he has, as it were, a secret listening device plugged in to the inmost thoughts of a person in a novel.

i. Mannerism

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

Those are nine ways used by the author in describing characters in his or her work. The author not only use one way for one character, but mix them in order to get the reader unaware his or her attempt describing the characters, so that the readers tend to think that the characters in a novel are real people (Murphy 161-173).
3. Someone’s Goal in Life

Feist and Feist in the sixth edition of *Theories of Personality* explain the Adlerian theory related to someone’s goal in life. According to Adler, people struggle to achieve a final goal of either personal superiority, with little or no concern for others, or the goal of success for all human kind, which belongs to people who are psychologically health that able to help others without demanding a personal payoff. People who strive for success rather than personal superiority maintain a sense, of course, but they see daily problems from the view of society’s development rather than from a strictly personal vantage point (Feist and Feist 70 - 72).

The final goal has great significance because it unifies personality and makes all behavior comprehensible. Each person has the power to create a personalized fictional goal, which is constructed out of the raw materials provided by heredity and environment. Nevertheless, the goal is neither genetically nor environmentally determined. It is the product of creative power, that is, people’s ability to freely shape their behavior and create their own personality. In struggling for their final goal, people create and pursue many preliminary goals. These subgoals, consciously or not, give significance for an individual to achieve the final goal. The role of goal in someone’s life is to provide guidelines for motivation, shaping psychological development and giving it an aim (Feist and Feist 70 - 72).

As a creation of the individual, the goal may take any form. The goal more or less is determined by the deficiency of the individual. For example, a person with a weak body will not necessarily become a robust athlete but instead he may become an artist, an actor, or a writer. Success is an individualized concept and all people formulate their own definition of it. Although creative power is dominated by the
forces of heredity and environment, it is ultimately responsible for people’s personality. Heredity establishes the potentiality, whereas environment contributes to the development of social interest and courage. The forces of nature and nurture can never impede a person of the power to set a unique goal or to choose unique style of reaching the goal (Feist and Feist 72).

4. Maslow’s Hierarchy of Needs

Hjelle and Ziegler in *Personality Theories: Basic Assumptions, Research, and Applications* (369) explain Maslow’s Hierarchical Theory of Motivation. Maslow believes that much of human behavior could be explained by the individual’s tendency to seek personal goal that makes life rewarding and meaningful. In Maslow’s system, as one personal desire is satisfied, another surfaces to take its place. Maslow proposes that human desires are innate and that they are arranged in an ascending hierarchy of priority or potency, those are basic psychological needs, safety needs, belongingness and love needs, self-esteem needs, and self-actualization or personal fulfillment needs (Hjelle and Ziegler 369). The needs can be explained as follow:

a. Physiological needs

This is the most basic, powerful, and obvious of all human needs, concerned with the biological maintenance of the organism and must be gratified at some minimal level before the individual is motivated by higher-order needs. Included in this group are the needs for food, drink, oxygen, activity and sleep, sex, protection from extreme temperatures, and sensory stimulation (Hjelle and Ziegler 369).
b. Safety needs

After the physiological needs have been satisfied, people then put their attention to the safety or security needs. What play an important role here is to ensure a reasonable degree of certainty, order, structure, and predictability in one’s environment. Maslow suggests that the safety needs are most readily observed in infants and young children because of their relative helplessness and dependence on adults. However, adults are influenced this safety needs as well as children are. The preference for a job that provides a financial protection, the establishments of saving accounts, and the acquisition of insurance may be regarded as motivated in part by safety seeking. In addition, religious and philosophic belief systems are also involved in giving people the secure feeling. Other expressions of the need for safety occur when individuals are confronted with emergencies such as war, crime waves, floods, earthquakes, riots, societal disorganizations, and similar condition (Hjelle and Ziegler 370).

c. Belongingness and love needs

When an individual is able to fulfill the physiological needs and has already felt secure, the next is he will struggle to fulfill the belongingness and love needs. Included in this subject is the need for affectionate relationships with others, a place in his family and/or reference groups. Group membership becomes a dominant goal for the individual. Therefore, how does it feel to be lonely, alienated by the society, friendless, and rejected will be imprinted well in a person’s feeling, especially when induced by the absence of friends, relatives, a spouse, or children (Hjelle and Ziegler 371).
According to Maslow, love is not synonymous with sex. He argues that mature love involves a healthy, loving relationship between two people, which includes mutual respect, admiration, and trust. He emphasizes that a person’s need for love involve both giving and receiving love, which are regarded as instrument to healthy feelings of worth. Not being loved creates futility, emptiness, and hostility (Hjelle and Ziegler 372).

d. Self-esteem needs

When the needs to be loved and loving others are fulfilled, the next is to pursue is the self-esteem needs. Maslow divides these into two subsidiary sets: self-respect and esteem for others. Self-respect includes such things as desire for competence, confidence, personal strength, adequacy, achievement, independence, and freedom. An individual needs to know whether he is capable of mastering tasks and challenges in life. Esteem from others includes prestige, recognition, acceptance, attention, status, fame, reputation, and appreciation. In this case, people need to be appreciated for what they can do (Hjelle and Ziegler 372).

Satisfaction of the self-esteem needs leads to feelings and attitudes of self-confidence, self-worth, strength, capability, and the sense of being useful and necessary in the world. On the contrary, the failure to get satisfied on these needs will cause feelings and attitudes of inferiority, ineptness, weakness, and helplessness. These negative self-perceptions give a person sense of futility and hopelessness in dealing with life’s demands. Maslow emphasizes that the healthiest self-esteem is based on earned respect from others rather than on fame, status, or adulation. People need to bear in mind that esteem needs effort. If they get it only from the opinion of others, they experience what is called psychological jeopardy. To avoid this, esteem
has to be gained through a real ability, achievement, and adequacy (Hjelle and Ziegler 372).

e. Self-actualization needs

After the self-esteem needs are satisfied, an individual comes to self-actualization needs. Maslow describes self-actualization as the desire to become everything that one is capable of becoming; to reach the peak of one’s potential: A musician must make music, an artist must paint, a poet must write, if he is to be at peace with himself. What a man can be, he must be. He must be true to his own nature (Hjelle and Ziegler 373).

However, only a few people ever achieve self-actualization. The reason of this is that many people are blind to their potential, and tend to doubt and fear to be what actually they are. In addition, environment’s view about ideal life also plays an important role in people’s failure in gaining self-actualization (Hjelle and Ziegler 374).

5. Schizophrenia

Schizophrenia is a group of psychotic disorders involving distortions in language and thinking, perception, emotion, and behavior. It is generally considered the most serious and severe form of mental disturbance, which usually emerges during adolescence or young adulthood and only rarely after age 45. Schizophrenia is also a form of psychosis, a term describing general lack of contact with reality. People with schizophrenia may require institutional or custodial care because of their lack of contact with reality (Huffman, Vernoy, and Vernoy 490-491). The symptoms, types, and causes of schizophrenia will be explained in each sub-section below.
a. Symptoms of schizophrenia

Huffman, Vernoy, and Vernoy divide the symptoms of schizophrenia into four areas: perception, language and thought, affect (or emotions), and behavior (491). Each symptom will be elaborated as following:

1) Perceptual symptom

The senses of people with schizophrenia may be either enhanced or blunted. The filtering and selection processes that allow most people to concentrate on whatever they choose are impaired, and sensory stimulation is jumbled and distorted. In addition, they also experience hallucinations, the sensory perceptions that occur in the absence of a real external stimulus. For example, they often hear voices speaking their thoughts aloud, commenting on their behavior, or telling them what to do. A person with schizophrenia is most likely self-destructive, and at greater risk of suicide than violence toward others (Huffman, Vernoy, and Vernoy 491).

2) Language and thought disturbance

For people with schizophrenia, words lose their usual meanings and associations, logic is impaired, and thoughts are disorganized and bizarre. The most common thought disturbances experienced by people with schizophrenia are distorted beliefs called delusions. Delusions are mistaken beliefs maintained in spite of strong evidence to the contrary. In delusions of grandeur, people believe they are someone very important, perhaps Jesus Christ or the Queen of England. In delusions of persecution, individuals believe they are the target of a plot to harm them, for example, a person believes that secret agents were trying to assassinate him or her. In delusions of reference, unrelated events are given special significance, as when a
person believes a radio program or newspaper article is giving him or her special message (Huffman, Vernoy, and Vernoy 491-492).

3) Affect disturbances

Changes in affect, or emotions, are common in schizophrenia. In some cases, emotions fluctuate rapidly and exaggeratedly in inappropriate ways. For example, a person may become extremely fearful, guilty, or euphoric for no reason. In other cases, emotions may become blunted, decreased in intensity. Some people with schizophrenia have flattened affect – almost no emotional response of any kind (Huffman, Vernoy, and Vernoy 492).

4) Behavioral disturbances

Disturbances in behavior may take the form of unusual actions that have special meaning, for example shaking head from side to side to shake the excess thoughts out of mind, or massaging head repeatedly to clear it from unwanted thoughts. These movements, however, may also be side effects of the medication used to treat the disorder (Huffman, Vernoy, and Vernoy 492).

The abnormal behaviors of individuals with schizophrenia are often related to disturbances in their perceptions, thoughts, and feelings. For example, experiencing a flood of sensory stimuli or overwhelming confusion, a person with schizophrenia will often withdraw from social contacts and refuse to communicate (Huffman, Vernoy, and Vernoy 492).

b. Types of schizophrenia

For many years, researchers divided schizophrenia into paranoid, catatonic, disorganized, and undifferentiated types. Paranoid schizophrenia is the most common type of schizophrenia that mostly occurs in people in their late 20’s to 30’s.
symptoms of paranoid schizophrenia are bizarre, delusions, and hallucinations. These terms are still used in Diagnostic and Statistical Manual of Mental Disorders (DSM) and public, but the researchers no longer use them (Huffman, Vernoy, and Vernoy 492). DSM is published by the American Psychiatric Association. It provides a common language and standard criteria for the classification of mental disorders (Huffman, Vernoy, and Vernoy 452).

Nancy Andreasen and others (qtd in Huffman, Vernoy, and Vernoy 493) propose two categories of schizophrenia; those are positive symptoms, involving distorted or excessive activity (e.g., bizarre, delusions, hallucinations, inappropriate laughter and tears, and erratic behaviors), and negative symptoms, involving behavioral deficits or loss of activity, (e.g., toneless voice, flattened emotions, social withdrawal, and poverty of speech).

Researchers support this classification for several reasons. Fenton and McGlashan (qtd in Huffman, Vernoy, and Vernoy 493) state that people with schizophrenia and negative symptoms seem to be more impaired (greater cognitive deficits, lower intelligence, poorer social functioning) than those with positive symptom. In addition, positive symptoms tend to occur during acute episodes and then disappear, whereas negative symptoms are more enduring and persistent. Negative symptoms also respond less well to medication, and patients with these symptoms function less effectively after hospitalization.

c. Causes of schizophrenia

The causes of schizophrenia can be divided into two categories; those are biological theories and psychological theories. Biological theories consists of neurotransmitters, brain function, and genetics, while the psychological theories are
stress and family communication. The explanation of each cause can be elaborated as follow:

1) Biological theories
   a) Neurotransmitters
      The dopamine hypothesis suggests that an over activity of certain dopamine neurons in the brain causes schizophrenia (Huffman, Vernoy, and Vernoy 493).
   b) Brain function
      Brain damage in the frontal and temporal lobes, which are involved in language, attention, and memory, causes schizophrenia. This is the reason why the people with schizophrenia have thought and language disturbances (Huffman, Vernoy, and Vernoy 493-494).
   c) Genetics
      Certain people inherit a predisposing vulnerability to schizophrenia. For example, if one identical twin develops schizophrenia, the other twin has a 48 percent chance of also developing schizophrenia. However, if a sibling develops schizophrenia, the other siblings developing it are only 9 percent (Huffman, Vernoy, and Vernoy 494).

2) Psychosocial theories
   a) Stress
      Stress plays a key role in triggering schizophrenic episodes. For example, a person inherits a predisposition toward schizophrenia and then experiences more stress than he or she can handle, which triggers a schizophrenic episode (Huffman, Vernoy, and Vernoy 494-495).
b) Family communication

Goldstein (qtd in Huffman, Vernoy, and Vernoy 495) suggests that communication disorders such as unintelligible speech, vague, fragmented communications, and contradictory messages in parents and family members, may be a predisposing factor for schizophrenia. In these families, the child might withdraw into a private world and thereby set the stage for later schizophrenia.

6. Review of Paulo Coelho’s Personal Life

The authorized biography of Paulo Coelho was written by Fernando Morais in Paulo Coelho: a Warrior’s Life. The book, which consists of 742 pages, was published by HarperCollins in 2009. Additional information about Paulo Coelho’s personal life is gained through his blog and biography that can be accessed in his official website www.paulocoelho.com.

a. His childhood – the family life

Paulo Coelho de Souza was born on August 24, 1947 in Rio de Janeiro, Brazil. Paulo was born with a weak body. He almost died when her mother had just given him a birth. Her mother prayed to St Joseph, and suddenly she heard the baby weakly cried. He was comma and had to spend three days in incubator. He was raised in a loving family. His father, Pedro Queima Coelho de Souza and his mother, Lygia Araripe Coelho de Souza set the best upbringing for their children, Paulo Coelho and his only sister Sônia Maria. In his childhood, Paulo lived in an estate that was protected by walls and high gate in order to prevent the children playing outside the estate. Paulo’s parents sent him to the best school in town in order to get him the best education (Morais 59-62). Even when his parents sent him to a mental hospital...
in his adolescence age, Paulo considered it as a form of care and love his parents showed to him (Day).

Little Paulo was fond of helping his grandfather repair the car. Paulo’s father considered this as a sign that his son would be an engineer like him (Morais 60). Paulo also asked his father to buy him magazine related to repairing and building stuff. When he was eleven or twelve, he was interested in aeroplane modeling, which made his father more convince that his son was born to be an engineer. When Paulo preferred to study arts rather than science when he was grown up, his father could not accept the fact. At the end of 1962, at his father insistence, Paulo was forced to enroll in the science stream at school rather than the arts as he had hoped (Morais 102-103).

When Paulo was a teenager, his body was so thin, frail, and short, that his friends called him Pele - a Rio term used at the time for boys who were always getting beaten up by their classmates. He also suffered from asthma. With this physical weakness, Paulo got difficulty to get along with his friends. He preferred to spend his time reading books. Books made him forget his physical weakness and gave him a sense of confidence because his knowledge was broader than the children at his age (Morais 72-90).

b. His adolescence

1) His schooling

In his adolescence period, Paulo once told his mother that he wanted to be a writer. His mother disagreed with him, and gave his father as an example of how one should work for a living. His father was an engineer who was a logical, reasonable man with a very clear vision of the world. His parents wanted him to be like his
father, and so they sent him to study law, the profession that was promising a bright future (Morais 100-117).

Paulo had no interest in studying law, and his passion in writing grew much bigger. As the consequence, he dropped out after one year studying. He was so busy with his job as a journalist, with his cinema group, and his theater world that he had less and less time left for Andrews College. At the end of the semester, his father was told that Paulo failed in many subjects, which made him so desperate because Paulo seemed apathetic about this. None of schoolwork, teachers, and exams, could draw his attention. The only thing that interested him was writing, whether in the form of novels, plays, or poetry. He devoted all the energy and enthusiasm he failed to put into his schoolwork to the idea of becoming a writer (Morais 115-144).

2) His experiences in an asylum

Paulo abandoned his school, rarely slept at home, and finally dropped out of school. In addition, he ran over a boy when he was in Araruama until that boy got really bad injured and made his parents involved in a serious problem. His behavior was considered strange to his parents that they sent him to an asylum in Rio. When he asked Dr. Benjamin why he was treated like a madman, the doctor replied that he was not being admitted as a madman. The asylum was merely a rest home, where he could take rest and get some medicine. When Paulo spent a day in the asylum, he realized that the condition there was not like that depicted in the movies. His first stay in an asylum lasted for twenty-eight days. Paulo took his experience in the asylum as a means for him to achieve maturity and self-confidence. According to Dr. Benjamin, Paulo suffered from a kind of schizophrenia (Morais 147-155).
Having released from the asylum, Paulo’s behavior remained the same. His father gave up and let him do what he wanted to do, with notes that he had to earn money himself for the cigarette and drink. One day Paulo came home late and got the door was locked, and that and this made him collect stones and smashed the window with them. As the consequence, his father sent him to the asylum for the second time. Paulo wrote his experience in the asylum in his diary. He had strong desire to escape. His roommate told him that it was good to be in an asylum. He did not need to worry about anything. In other occasion, one of the patients in asylum woke him up at night and asked whether he was in favor of masturbation. He was surprised with such straight utterance. Having stayed a little longer, he found the patients showing him new things such as mentioned above. Paulo started to like them because of that reason. However, the treatment from Dr. Benjamin and the nurses made him want to leave the asylum. He was given insulin and electro convulsive therapy, which made him feel uncomfortable. He expressed his angry to Dr. Benjamin, accusing him for spending the whole time in his life creating a false image of himself, not even noticing that he was failing to make the most of what was inside him. He even dared to say that Dr. Benjamin was nothing. However, the psychiatrist in the asylum said that it would not hurt to be treated by electro convulsive therapy, even though it looked threatening to see other people who were given such therapy. When Paulo experienced himself, it was not hurtful indeed (Morais 163-214).

Nevertheless, Paulo’s determination to leave was unbearable. After arranging a well plan, Paulo decided to run away from the asylum. Paulo hid for days outside the town, while his parents desperately searched him at mortuaries and police stations. After a week hiding, Paulo decided to come back home. This incident made
his grandfather ask him to try to live alone as a therapy. Paulo took advantage of this experiment: he could find a place to make love with his girlfriends (Morais 214-232).

One day, Paulo heard the news that one of his girlfriends, Geni, was pregnant. Paulo was excited and he wanted the baby. However, Geni had a different opinion. She was going to do abortion and ended her relationship with Paulo. She went out of town and disappeared from Paulo’s life. This condition made Paulo fall into depression thinking of his dying baby. In addition, Paulo was also not yet known as a writer. This condition made him choose an option to end his life (Morais 245-246).

I breathe solitude, I wear solitude, I crap solitude. It’s awful. I’ve never felt so alone. Not even during the long bitter days of my adolescence. Not that solitude is anything new. It’s just that I’m getting tired of it. Soon I’ll do something mad that will terrify the world.

I want to write. But what for? Why? Alone, my brain fills with existential problems, and I can only make out one thing in all that noise and confusion: a desire to die (Morais 246).

The quotation above was written in his diary when he experienced sleepless nights during his depression. The peak was when he broke everything in his room at six in the morning. He smashed his guitar to his desk, which produced sound that could wake his neighbors up. He heard his father asked him to stop, but he did not. He tore books in his bookcase into pieces, as well as the posters and texts hanging on his wall. He broke a mirror in the bathroom and threw a chair out of the window when he heard someone knocked his door. When he opened, it was not his father standing there. It was two male nurses from the asylum; one of them injected him with a powerful sedative. Paulo was brought back to the asylum for the third time (Morais 246-248).
His third encounter with the asylum did not lessen his desire to escape. He planned to go to Arajucu where Geni, his pregnant girlfriend, lived. He was accompanied by Luis Carlos, who was also one of the patients of the asylum. He had neither address nor phone number. Hence, after a week searching, he still could not find Geni. Then he went back home, while Luis Carlos went back to the asylum (Morais 249-255).

Less than a year later, he fell on depression and misery that made him smashed up his room again. When he opened his door, it was neither nurses nor his parents standing there. It was Dr Fajardo. Paulo’s parents finally realized that their son needed caring and supporting, instead of staying admitted to the asylum. He only required having routine consultation with Dr. Fajardo (Morais 256-262).

c. His adulthood

1) His attempt in pursuing a career

In pursuing his career as a professional writer, Paulo made a systematic note on books that he read when he was twenty three-year old. From more than 300 books he had read, he was more interested in books about occultism, witchcraft, and Satanism. Paulo, who was in despair, considered occult as an escape from the reality that he was not yet a professional writer (Morais 281-324). In accordance with that matter, Paulo lived in a country that was governed by a dictator. He hated the government who tortured and killed many people, but he could not do a thing about it. This condition made him depressed again (Morais 311). Time went by, and Paulo still could not realize his dream when he reached thirty-two. Doctor sentenced him suffering from paranoid schizophrenia (Morais 515).
In several notes in his diary, Paulo confessed that he was a coward. The first note was when he was dismissed from the newspaper, where he worked as a journalist, because his article was considered striking the government. He told his editor that he did not mean to strike the government because he was afraid of the consequence. Later, he regretted his naivety of not being able to confess that he was subversive (Morais 161). Another note was when he was kidnapped by DOI-Codi (Department of Information Operations- Centre for Internal Defence Operations), the military police to handle those who were suspected doing rebellion to the government. In 1974, Brazil was under the dictatorship regime that Paulo’s song lyric entitled *Krig-Ha, Bandolo!* was suspected containing rebellion theme toward the government. Paulo and his girlfriend Gisa were caught, and they were interrogated in the same places, but in different rooms. Their heads were covered with hoods to make them unable to see anything. When Paulo was on the way to the toilet and passing a cell, Gisa recognized his voice and called him several times, but Paulo remained silent. He was afraid of being tortured if he replied her call. He admitted this as his greatest act of cowardice (Morais 443- 448).

In the journey of his life, Paulo showed the characteristic of a person who believes in superstitions. One day, he traveled with his friends from Brazil to Paraguay to watch world cup football. On the way to Paraguay, Vera’s wallet was lost and they could not find it. Paulo saw this as a bad sign and he insisted on going home. His friends did not agree with him and they continued the journey. In fact, they got a lot troubles along the journey before they could go back to Rio de Jainero, Brazil (Morais 258- 265). Up to now, Paulo has still counted on signs in his life. For
example, he will start writing book when he receives a sign from God, in the form of a pigeon feather (Morais 592).

d. Paulo Today

Paulo Coelho experienced a long journey before he could realize his dream as a writer. He took several pilgrimages that gave a great contribution in his writing carrier. He now is a famous writer all over the world. He had written 23 books, which has sold more than 100 million copies in 455 translations. His books were published in 66 languages and were spread in 160 countries (Morais 743-744). Paulo receives critics as well as compliments from experts in literature field all over the world. His consistency and ability to improve his works time-to-time makes him recognized as one of the best authors in the world.

When Paulo published his book *Veronika Decides to Die* in 1999, the publication coincided with an intense debate in Brazil about the treatment of the patients of asylums. The Senate was discussing a bill drawn up to bring about the gradual eradication of institutions where patients with mental problems were held as virtual prisoners, and during that debate, passages of *Veronika Decides to Die* were read out. On the day when the vote was to be held and the law ratified, Senator Eduardo Suplicy quoted from a letter he had received from Paulo Coelho in praise of the bill. Paulo stated that the new law is absolutely necessary, since he had experience the bad treatment in the asylum. Together with the letter the author sent a copy of the records of his admissions to the clinic. Two years later, Paulo was invited to join the team of the International Russell Tribunal on Psychiatry, an institution created by the European Parliament. In 2003, he was one of the speakers at a seminar on the Protection and Promotion of the Rights of Persons with Mental Health
Problems organized by the European Committee on Human Rights (Morais 696-697).

7. The Relation between Biography and Literature

The life experience of the author, more or less, influences his work of literature. Many studies are conducted to reveal the relationship between the author’s life experience and the life of the character in his literary work. Perrine in her book *Literature: Structure, Sound, and Sense* argues that human life begins when God breathes life into a handful of dust and created Adam. Fictional life begins when an author breathes life into his characters and makes us believe into their reality, so that there is a tight relationship between the author and his work (Perrine 71).

In accordance with Perrine, Hudson explains the relation between biographies of the authors with their works of literature. According to Hudson, one creates a work of literature based on several reasons, those are the desires for self-expression, the interest in people and their doings, the interest in the world of reality in which he lives and the world of imagination that he conjures into existence, and his love of form as form. People are strongly motivated to tell others about what they think and feel. We are also intensely interested in men and women, their lives, motives, passions, and relationships. In other case, people are fond of telling others about the things we have seen or imagined, or take a special satisfaction in the mere shaping of expression into forms of beauty. Man is a social animal that by nature he is unable to keep his experiences, observations, ideas, emotions, and fancies to himself. As the consequences, various forms of literature are made to fulfill the desire to share them (11-12).
We care for literature primarily on account of its deep and lasting human significance. A great book grows directly out of life; in reading it, we are brought into large, close, and fresh relations with life; and in that fact lies the final explanation of its power. Literature is a vital record of what men have seen in life, what they have experienced of it, what they have thought and felt about those aspect of it which have the most immediate and enduring interest for all of us. It is thus fundamentally an expression of life through the medium of language (Hudson 10).

Hudson further elaborates the importance of knowing the author’s personal life in order to get better understanding about his literary work. Biography provides the information needed to dig the personal life of the author. Through the biography, readers are able to study the author’s living environment, his daily life, his ambitions, struggles, successes, and failures (22). Having studied his personal life, readers may able to see the relationship of his personal life with his literary work.

C. Theoretical Review

There are six theories used in analyzing the novel; theory of character, characterization, Maslow’s theory of motivation, someone’s goal in life, schizophrenia, and the relation between the author’s personal life and literature. Since the writer emphasizes the study on the relationship between the life of the characters and the life of the author, the review of the author’s personal life is also exposed. Those theories will be useful to answer the problem formulated in this study.

The theory of character helps to shape a proper understanding about the personality of two characters in this novel, Veronika and Eduard. The theory of characterization is used to understand the way the author of the novel built up the characters in the novel. A good understanding about the characteristics of Veronika
and Eduard makes the writer able to answer the first problem formulation. The theory of someone’s goals in his life, motivation theory, and the relation between biography and literature is employed to see the background why the author pours his personal experiences in the novel. Those theories and the review of Paulo’s personal life will help the writer to answer the second problem formulation.
CHAPTER III

METHODOLOGY

This chapter consists of three parts. The first part is object of the study, which contains the information related to the novel used in this study. The second part is the approach of the study, explaining the approaches used in analyzing the novel. The third part is method of the study, which explains the sequence actions taken in conducting this study.

A. Object of the Study

The novel used in this study is *Veronika Decides to Die*. It was originally written in Portuguese titled *Veronika Decide Morrer*, copyright by Paulo Coelho in 1998, and was published in Brazil by Editora Rocco Ltd., Rio de Janeiro. Margaret Jull Costa translated it into English and got the copyright in 1999. The English version was first published in United States of America by HarperCollins Publishers Inc., New York. The novel consists of 29 sections of 210 pages.

*Veronika Decides to Die* is about a twenty-four-year-old woman named Veronika who seems to have a perfect life: young, beautiful, full of love by people around her. In fact, her life is meaningless because she tends to give up her desires in order to make her parents happy. On November 11, 1997, she decides to end her life. However, her attempt to commit suicide fails and causes her to be sent to a lunatic asylum where she experiences new things that make her life meaningful. She meets Eduard, a
schizophrenic, who is her true love and has helped her finding the meaning of life. After she leaves the asylum, she considers every single day in her life as a miracle.

In an interview, Paulo Coelho stated that his books were based on his various life experiences. He also argued that *Veronika Decides to Die* is not a book about suicide. He said, “It (Veronika Decides to Die) is about the necessity to accept our differences, instead of trying to fulfill other people’s destiny, like the destiny that our parents choose for us, for example” (Anupama). The focus of the novel is not the suicide attempt done by the main character. It is about the bravery to be who you are, even if it means to get out of the ideal life set by the society.

The information about the novel is gained through various sources from the internet. The information is very useful to get a better understanding about the content of the novel and the process and goal of its made. In addition, the internet also provides the information related to the author.

B. Approach of the Study

The basic idea for the writer to conduct this study is to find the reflection of the author’s personal life in the two characters in the novel. The characters are Veronika and Eduard. In order to be able to answer the formulated problems, the writer uses the psychological approach as well as the biographical approach.

According to Rohrberger and Woods in their book entitled *Reading and Writing about Literature*, the psychological approach involves the effort to locate and demonstrate certain recurrent patterns of human thought, most often on that offered by
Sigmund Freud and his followers (Rohrberger and Woods 11-15). The theories of psychology that are employed in analyzing the novel are Maslow’s Hierarchical Theory of Motivation and Adler’s theory about someone’s goal in life.

The biographical approach, according to Rohrberger and Woods, employs the needs of appreciation to the ideas and personality of the author in order to understand the literary object (Rohrberger and Woods 8). Therefore, the biographical approach is very helpful to be applied in this study to analyze the relation between the author’s personal life and the characters in the novel. In addition, author’s personal life can be used to get a better understanding about his/her work.

C. Method of the Study

The method used in conducting this study was library research. Library research was applied to collect the data for the analysis. The sources from where the data taken was divided into two categories, they were primary source and secondary source. The primary source was the novel used in this study, *Veronika Decides to Die*. While the secondary sources were books and websites, which have provided many theories and information for the analysis. The books were Abram’s *Glossary of Literary Terms*, Feist and Feist’s *Theories of Personality*, Fernando Morais’ *Paulo Coelho: a Warrior’s Life*, Forster’s *Aspects of the Novel*, Hjelle and Ziegler’s *Personality Theories*, Hudson’s *an Introduction to the Study of Literature*, Huffman, Vernoy, and Vernoy’s *Psychology in Action*, and Murphy’s *Understanding Unseens*. 
In order to be able to answer the research questions formulated in this study, sequencing steps were taken. First, the writer read and reread the novel used as the object of the study, *Veronika Decides to Die*. The writer read the novel more than eight times in order to get a good understanding and comprehension toward the novel. The second step was to determine which theories and approaches that were going to be used in the study. Seeing the research questions that have been formulated, the best approach to use in this study were the biographical approach and the psychological approach. The psychological approach was used to analyze the characteristics and the mental condition. Meanwhile, biographical approach was very helpful since the author pours his personal experience in this novel. The theories used in this study were the theories of character and characterization, someone’s goal in his life, Maslow’s hierarchy of needs, schizophrenia, the review of the author’s personal life, and the relation between biography and literature. The third step was analyzing the novel using the theories proposed in the second step. The last step of this study was to draw a conclusion based on the analysis that has been done. The analysis result contained the answer to how Coelho’s personal life is reflected in the characters of the novel.
This chapter consists of three parts. The first part is an analysis of Veronika’s and Eduard’s character. The second part discusses the relationship of the characters mentioned above with Coelho’s personal life. The analysis conducted in this study is based on the theories explained in the chapter two and approaches mentioned in the chapter three.

A. The Characteristics of Veronika and Eduard

Abrams in the *Glossary of Literary Terms* describes character as the persons presented in a narrative work whose moral, dispositional, and emotional qualities are perceived from their speech and actions. Character may remain stable or experience changes through the story; hence, Abrams divides it into major or main character and minor character. Main character presents himself in the story from the beginning to the end and plays an important role in it. He should be able to draw the readers’ attention through his behavior, attitude, action, and speech. On the contrary, minor character only becomes the background of the main character. He is presented only in a certain event. The function of minor character is to strengthen the development of the main character (21-23). Based on Abrams’s theory, Veronika’s character is categorized as a main character, which experiences changes through the story. Her experiences may happen in real life. Veronika presents herself in the story from the beginning to the end and plays an important role in it. She is able to draw the readers’ attention through her behavior, attitude, action, and speech. Meanwhile,
Eduard’s character is categorized as a minor character, since he only becomes the background of the main character, Veronika. He is presented only in certain events. The function of Eduard’s character in the story is to strengthen the development of the main character.

Murphy explains several ways used by the author to describe characters; those are personal description, other characters’ opinion, speech, past life, conversation of others, reactions, direct comment, thought, and mannerism (167-173). In this novel, Veronika’s and Eduard’s characteristics are analyzed using Murphy’s theory. The explanation is elaborated in the subchapters below.

1. The Characteristics of Veronika

The author describes Veronika as a 24-year-old woman who appears living a happy, normal life. It can be said that Veronika can get everything that successfully makes women in her age envy of her. She is well educated and beautiful, and has boyfriends and a loving family. However, in a cold November, she decides to end her life, by taking an overdose of sleeping pills.

She decides to kill herself not because she is sad, depressed, or lack of love by people around her, but because of two main reasons: that her life is monotonous and the sense of helplessness about what is going on in the world.

The first reason is because everything in her life was the same and, once her youth was gone, it would be downhill all the way, with old age beginning to leave irreversible marks, the onset of illness, the departure of friends. She would gain nothing by continuing to live; indeed, the likelihood of suffering would only increase. The second reason was more philosophical: Veronika read the newspapers, watched TV, and she was aware of what was going on in the world. Everything was wrong, and she had no way of putting things right – that gave her a sense of complete powerlessness (Coelho 7).
Luckily, her attempt to kill herself fails, and this causes her to be sent to an asylum in Ljubljana named Villete. In this asylum, she is told that she only has five days, or a week at most, to live. During her short time in the asylum, Veronika experiences new things that affect her view toward life.

Murphy states that characters may reveal themselves through speech and action, and reinforces their self-delineation by the comments and judgments of the other characters in the story (170). Veronika’s characteristics are analyzed based on this theory. The study unveils Veronika’s character into some characteristics, as follows:

a. Introvert

Introverts are people whose energy tends to expand through reflection and dwindle during interaction (Helgoe). An introvert is likely to enjoy time spent alone and find less reward in time spent with large groups of people, though he or she may enjoy interactions with close friends. Trust is usually an issue of significance: a virtue of utmost importance to an introvert choosing a worthy companion (Gale). There are several actions of Veronika in the novel showing that she is an introvert person. The first is Veronika prefers to live in a convent. She rents a room in a convent because the nuns require the inhabitants to be back to the rooms on time (Coelho 44). The inhabitants of the convent rarely spend times together, so she really enjoys her time alone. The second is when Veronika is talking with Zedka in the garden. Zedka takes her arm as they walk together in the garden. Delicately, Veronika moves her arms from Zedka’s. She feels uncomfortable with physical contact (Coelho 39).
It is clearly seen that Veronika is directly described that she is a kind of person who prefers to avoid conflict to keep herself safe (Coelho 42-43). She always keeps a distance with other people and chooses not to react when someone provoke her to. Based on Helgoe’s and Gale’s theories, Veronika is categorized as introvert person.

b. Cowardice

Through her speech, Veronika reveals herself as a cowardice person. When Veronika sobs on the nurse’s lap in the asylum, she is asked, what makes a person could hate themselves like her. Veronika replies that it is because of her cowardice, or the eternal fear of being wrong, of not doing what others expect (Coelho 66).

Veronika is used to fulfill other’s expectation in life. She always behaves normally, like other people, and never let herself to be out of border. As the consequence, she always hides from her inner self. She seems having no problem from the outside, but actually, she cannot deal with herself. She never let her genuine feeling to surface, if she thinks that it will make her out of the comfort zone. It can be seen when the narrator explains that Veronika had given up many of her desires so that her parents would continue to love her as they had when she was a child (Coelho 43). This shows that Veronika pretends to be someone else in order to fulfill her parents’ expectation. She does not have courage to express what she wants.

c. Superstitious

Veronika is a kind of person who believes that there is a hidden message behind an incident happening in her life. She believes the saying “nothing in this world happens by a chance.” The proof is when Veronika is waiting her moment to die. Not knowing what to do, Veronika decides to read *Homme*, a French magazine.
She reads an article about computer game created by Paulo Coelho. She has ever met a person named Paulo once at a lecture in the café at the Grand Union Hotel. They have exchanged few words, and she has ended up being invited by his publisher to join them for supper. The fact that she has met Paulo leads her to think that he is a part of her world, and that reading an article about his work can help pass the time (Coelho 1-2).

Another proof is when Veronika starts reading the article. The first line of the article makes her surprised. The article begins with a question: where is Slovenia? Through the article, she finds a reason for her suicide attempt. She writes a letter to the magazine explaining that Slovenia was one of the five republics into which the former Yugoslavia had been divided. The letter will be her suicide note, so she does not need to reveal the real reason of her suicide attempt (Coelho 6).

d. Schizophrenic

Schizophrenia is a group of psychotic disorders involving distortions in language and thinking, perception, emotion, and behavior. It is generally considered the most serious and severe form of mental disturbance, which usually emerges during adolescence or young adulthood and only rarely after age 45. Schizophrenia is also a form of psychosis, a term describing general lack of contact with reality. People with schizophrenia may require institutional or custodial care because of their lack of contact with reality. A person with schizophrenia is most likely self-destructive, and at a greater risk of suicide than violence toward others (Huffman, Vernoy, and Vernoy 490-491). In addition, he or she experiences delusions because of the language and thought disturbances. In delusions of reference, unrelated events are given special significance, as when a person believes a radio program or
newspaper article is giving him or her special message (Huffman, Vernoy, and Vernoy 491-492). Based on this theory, Veronika is categorized as a person who suffers from schizophrenia. The proof is when Veronika is waiting her moment to die. Not knowing what to do, Veronika decides to read *Homme*, a French magazine. She reads an article about computer game created by Paulo Coelho. She has ever met a person named Paulo once at a lecture in the café at the Grand Union Hotel. They have exchanged few words, and she has ended up being invited by his publisher to join them for supper. The fact that she has met Paulo leads her to think that he is a part of her world, and that reading an article about his work can help pass the time (Coelho 1-2).

Meanwhile, in several parts of the novel, it is explained that Veronika communicates with the universe. Huffman, Vernoy, and Vernoy divide the symptoms of schizophrenia into four areas: perception, language and thought, affect (or emotions), and behavior. In perceptual symptom, people with schizophrenia experience hallucinations, the sensory perceptions that occur in the absence of a real external stimulus. For example, they often hear voices speaking their thoughts aloud, commenting on their behavior, or telling them what to do (491). When Veronika is in the asylum, she plays the piano to the moon, the stars, the garden, and the mountains. She feels that moon feel proud of her piano playing (Coelho 71). The moon even tells her that the sun will appear a week later (Coelho 81). The description above shows that Veronika experiences a kind of hallucination, and hallucination is one of characteristics of schizophrenic.

In affect disturbances, changes in affect, or emotions, are common in schizophrenia. In some cases, emotions fluctuate rapidly and exaggeratedly in
inappropriate ways. For example, a person may become extremely fearful, guilty, or euphoric for no reason (Huffman, Vernoy, and Vernoy 492). This characteristic also appears in Veronika. Her emotion changes so rapidly in a short period of time; from a tough woman who can talk sarcastically to a nurse, into a fragile woman who cries for almost half an hour in the nurse’s lap. She feels so guilty because of her suicide attempt (Coelho 64-66). The explanation above explains that Veronika, once again, shows the characteristic of a schizophrenic.

Nancy Andreasen and others (qtd in Huffman, Vernoy, and Vernoy 493) propose two categories of schizophrenia; those are positive symptoms, involving distorted or excessive activity (e.g., bizarre, delusions, hallucinations, inappropriate laughter and tears, and erratic behaviors), and negative symptoms, involving behavioral deficits or loss of activity, (e.g., toneless voice, flattened emotions, social withdrawal, and poverty of speech). Based on this theory, schizophrenia that Veronika suffers from is categorized as positive symptoms.

2. The Characteristics of Eduard

Eduard is the character in the novel whom Veronika falls in love with. Eduard is described as a young man who is good looking, ideal, sensitive, and well educated (130). He is raised in a wealthy family. He is the only son of a Yugoslavian diplomat who becomes the Yugoslavia ambassador in Brazil. Eduard is prepared to follow his father’s career as a diplomat. His parents love him so much that they have planned everything for his future. They want to make sure that they have given the best for their only son’s future. Eduard’s parents plan their son’s future and get rid of all the things that prevent them achieve their goals. They make Eduard to be what
they want him to be and they believe that it is the best for his life. Eduard’s father says, “You’ve got everything, son, a family that loves you …” (Coelho 187). However, even though he fulfills almost all requirements to be a diplomat, Eduard misses one thing, which is very important, that is he cannot communicate himself well to other people. Other young people in his age are interested in talking about cars, latest sneakers, and designer clothes, while Eduard considers those topics as boring (175).

Murphy states that characters may reveal themselves through speech and action, and reinforces their self-delineation by the comments and judgments of other characters in the story (170). Eduard’s characteristics are analyzed based on this theory. The study unveils Eduard’s character into some characteristics, as follows:

a. Introvert

Eduard is described as a young man who cannot communicate himself well to other people. Other young people in his age are interested in talking about cars, latest sneakers, and designer clothes, while Eduard considers those topics as boring (174-175). Eduard is more comfortable to spend his time alone or with few people who are interested in other topics but cars, sneakers, and designer clothes than doing something else.

Eduard’s father wants him to mingle with people who belong to their class. He takes Eduard to parties, asks him to invite his friends at school home, and gives him a generous allowance, but he rarely turns up with anyone (Coelho 175).

b. Superstitious

In his adolescence period, Eduard believes in superstitions, which is rather anomalous for young men in her age. When he is dating a Brazilian girl named
Maria, he starts to change. He reads strange books, builds a pyramid in his room and, together with Maria, burns incense every night, says mantras, and spends hours staring at a strange design pinned to the wall. When Eduard’s mother sees the cover of the books in Eduard’s room, she feels anxious about the change of her son. She does not understand Portuguese, but she understands that crosses, bonfires, hanged witches, and exotic symbols are considered dangerous. Eduard’s father, on the contrary, considers it as a common juvenile delinquency that will not last long. He argues that the incense is used to disguise the smell of marijuana, instead of being used for occultism purpose (Coelho 176-178).

The second proof is when Eduard is going to look for a huge deposit of crystal, which is believed that it can give positive energy. His parents, who have been brought up under communist regime, consider crystal as merely a mineral product composed of certain atoms that cannot produce energy either positive or negative. They hardly believe that their son believes in such a primitive superstition (Coelho 177).

The third proof is when Eduard is going to leave Villete and face the real world outside the wall of Villete. He believes that God sends signal through what happens in life. Eduard has already escaped from Villete several times, but he always decides to go back because he has still not received the signal to go forward. However, when Veronika enters Villete and teaches him new perception about life through her actions, he changes his mind. He considers Veronika as the sign for him to escape Villete (Coelho 148).
c. Schizophrenic

Eduard is sent to Villete because he suffers from schizophrenia. Schizophrenia is a group of psychotic disorders involving distortions in language and thinking, perception, emotion, and behavior. It is generally considered the most serious and severe form of mental disturbance, which usually emerge during adolescence or young adulthood and only rarely after age 45 (Huffman, Vernoy, and Vernoy 490-491). The mental disorder occurs when he is faced with the choice between his parents or his dream. Eduard wants to be a painter, but his parents have a different option. He has to be a diplomat just like his father. When his father asks him to choose between continuing his dream to be a painter or carry out his father’s command in the name of his love for them, he simply chooses to leave the reality and build his own world in his mind (Coelho 183-191). This is one of the symptoms of people with schizophrenia. Emotions may become blunted, decreased in intensity. Some people with schizophrenia have flattened affect – almost no emotional response of any kind because of the affect disturbances. They also withdraw from social contact and refuse to communicate (Huffman, Vernoy, and Vernoy 492).

Eduard stayed in Brazil for another five months, being treated by specialists, who diagnosed a rare form of schizophrenia, possibly the result of a bicycle accident. Then war broke out in Yugoslavia, and the ambassador was hastily recalled. It was too problematic for the family to look after Eduard, and the only way out was to leave him in the newly opened hospital of Villete (Coelho 191).

Huffman, Vernoy, and Vernoy proposes the symptoms of schizophrenia. One of them is the perceptual symptoms. They experience hallucination, for example, hearing voices that tell them what to do (491). Eduard, who believes that God sends signal through what happens in life, indicates that he suffers from schizophrenia. He
has already escaped from Villete several times, but always decides to go back because he has still not received the signal to go forward. However, when Veronika enters Villete and teaches him new perception about life through her actions, he changes his mind. He considers Veronika as the sign for him to escape Villete (Coelho 148). The characteristic of Eduard above shows that he experiences this kind of symptom.

For people with schizophrenia, words lose their usual meanings and associations, logic is impaired, and thoughts are disorganized and bizarre. The most common thought disturbances experienced by people with schizophrenia are distorted beliefs called delusions. Delusions are mistaken beliefs maintained in spite of strong evidence to the contrary. In delusions of grandeur, people believe they are someone very important, perhaps Jesus Christ or the Queen of England Huffman, Vernoy, and Vernoy 491-492). In the novel, Eduard is described as a person who believes that he is a saint. He learns how to paint so that he can share to other people the visions of paradise he have in his mind. He believes that he is an important person, just like Bosch, Van Gogh, Wagner, Beethoven, Einstein, and others (Coelho 154). Based on this theory, Eduard’s character who believes that he is a saint shows that he experiences delusions of grandeur.

Nancy Andreasen and others (qtd in Huffman, Vernoy, and Vernoy 493) propose two categories of schizophrenia; those are positive symptoms, involving distorted or excessive activity (e.g., bizarre, delusions, hallucinations, inappropriate laughter and tears, and erratic behaviors), and negative symptoms, involving behavioral deficits or loss of activity, (e.g., toneless voice, flattened emotions, social withdrawal, and poverty of speech). Based on this theory, Eduard’s schizophrenia is
categorized as negative symptoms, since he experiences flattened emotions, social withdrawal, and poverty of speech. He leaves the reality and builds his own world in his mind (Coelho 191).

d. Religious

Eduard is a Catholic. He believes in God and the afterlife (Coelho 179). Even so, he comprehends his religion in his own way. After he reads a book about visionaries whose ideas have shaken the world, Eduard considers becoming a saint and uses the bicycle accident he has experienced as an opportunity to change the direction of his life. He spends his time learning how to paint well and abandons his study. When his mother suggests him to pay attention on his study, he argues that he does not care about geography and sciences. All he needs to do is to learn how to be a good painter. Finally, he is expelled from the American school because of his mark had getting worse time by time and of arguing with a teacher about the existence of saints (Coelho 181-188).

Eduard was so impressed by what he had read, that he seriously considered becoming a saint and using the accident as an opportunity to change the direction of his life. But he has two broken legs, he had not had a single vision while in hospital, he hadn’t stopped by a painting that shook him to his very soul, he had no friends who would build him a chapel in the middle of the Brazilian plateau, and the deserts were all far away and bristling with political problems. There was, however, something he could do: he could learn to paint and try to show the world the visions those men and women had experienced (Coelho 183).

From the quotation above, it can be seen that Eduard believes that he is a saint. It starts when Eduard is hospitalized after a bicycle accident. Eduard reads any magazines provided for him. However, when a nurse hands him a book about visionaries, he is really influenced by the content of the book. The book tells about people with their own vision of an earthly paradise and their ability to change the
world with those visions. In the book, it is told that those saints are, at the beginning, just a common people. They can be a saint after they experience a turning point in their life. Eduard believes that he is born to paint the visions of paradise. He is a saint, just like Bosch, Van Gogh, Wagner, Beethoven, Einstein, and others (Coelho 154).

B. Paulo Coelho’s Personal Life as Reflected in the Characters of Veronika and Eduard

Hjelle and Ziegler (368) explain Maslow’s Hierarchical Theory of Motivation. Maslow believes that much of human behavior could be explained by the individual’s tendency to seek personal goal states that make life rewarding and meaningful. Maslow proposes that human desires are innate and that they are arranged in an ascending hierarchy of priority or potency, those are basic psychological needs, safety needs, belongingness and love needs, self-esteem needs, and self-actualization or personal fulfillment needs (Hjelle and Ziegler 369). Maslow describes self-actualization as the desire to become everything that one is capable of becoming; to reach the peak of one’s potential: A musician must make music, an artist must paint, a poet must write, if he is to be at peace with himself. What a man can be, he must be. He must be true to his own nature (Hjelle and Ziegler 373). According to the theory, Paulo wrote his novels in order to gain self-actualization need. The goal of his writing was to make his life rewarding and meaningful.

Meanwhile, Perrine argues that there is a tight relationship between author and his work (71). Accordingly, Hudson states that a work of literature is created because people have the desire for self-expression, the interest in people and their
doings, the interest in the world of reality in which they live and the world of imagination that they conjure into existence, and their love of form as form. People are strongly motivated to tell others about what they think and feel. We are also intensely interested in men and women, their lives, motives, passions, and relationships. In other cases, people are fond of telling others about the things we have seen or imagined, or take a special satisfaction in the mere shaping of expression into forms of beauty. Man is a social animal that by nature he is unable to keep his experiences, observations, ideas, emotions, and fancies to himself. As the consequences, various forms of literature are made to fulfill the desire to share them (11). One example is Paulo Coelho’s *Veronika Decides to Die*. Paulo Coelho’s literary works were mostly based on his personal experience. *Veronika Decides to Die* was written based on his personal experience living in an asylum. When he was in the asylum, he promised that one day he would write a novel about this subject (Coelho 8).

Literature is called as a vital record of what people have seen in life, related to experience, feeling, and thought that can attract other people’s interest. Thus, literature is the expression of life through the medium of language (Hudson 10). Therefore, this subsection analyzes the similarities of Paulo’s personal life with the life of the characters in his novel *Veronika Decides to Die*. The analysis is based on the biography of Paulo Coelho and the analysis of the character of Veronika and Eduard stated above. The subjects in which Paulo, Veronika and Eduard have similarity are elaborated one by one below.
1. Raised in a Loving and Caring Family

Paulo was raised in a loving and caring family. His parents cared about him and wanted only the best for him. Paulo Coelho de Souza was born on August 24, 1947 in Rio de Janeiro, Brazil. He was raised in a loving family. His father, Pedro Queima Coelho de Souza and his mother, Lygia Araripe Coelho de Souza set the best upbringing for their children, Paulo Coelho and his only sister Sônia Maria. In his childhood, Paulo lived in an estate that was protected by walls and high gate in order to prevent the children playing outside the estate. Paulo’s parents sent him to the best school in town in order to get him the best education (Morais 59-62). In his adolescence, Paulo’s parents sent him to a mental hospital because of his rebellion attitude toward a family tradition. Paulo argued, "It wasn't that they wanted to hurt me, but they didn't know what to do... They did not do that to destroy me, they did that to save me." (Day). It can be seen from Paulo’s remark that Paulo’s parents loved and cared about him and wanted the best for him, even though they expressed the feeling in an inappropriate manner.

The same as Paulo, Veronika has parents who are also full of love for her. When Veronika decides to kill herself, it is not because she is lack of love from her parents (Coelho 9). Veronika’s mother works hard in order to be able to provide Veronika a good education, to send her to piano and violin lesson, and to buy her fashionable clothes (Coelho 68). On the other side, Veronika’s father is a type of person who knows how to please Veronika. He takes her to the bar and theater and they have fun together (Coelho 69). From the description above we can see that Veronika is loved by her parents. Everything she needs, according to the parents, is fulfilled. When Veronika decides to end her life, she chooses to take an overdose of
sleeping pills instead of jumping from a high building because she does not want to leave indelible marks on two people who only want the best for her (Coelho 3).

Meanwhile, Eduard’s parents plan their son’s future and get rid of all the things that prevent them achieve their goals. They make Eduard be what they want him to be and they believe that it is the best for Eduard’s life. Eduard’s father says, “You’ve got everything, son, a family that loves you …” (Coelho 187). Eduard father explicitly shows that Eduard is indeed raised in a loving family. Meanwhile, Eduard’s mother feels anxious about him when he began to act strangely, such as burning incense, reading strange books, and building pyramid in his room. She cries all day long because she wants her son to act normally again. Eduard’s father considers Eduard’s strange behavior as a teenage rebellion and believes that soon he will be back to normal. He always can find a way to calm his wife (Coelho 176-177).

From the explanation above, it can be seen that Paulo, Veronika, and Eduard are raised in a loving family. In this case, both Veronika and Eduard reflect Paulo’s personal life about family.

2. Having the Family Tradition to Live Normally

Paulo, the same as Veronika and Eduard, was raised in a conventional family. It is the type of family, which always sticks to the norm and lives a “normal” life according to the society. The family cannot accept the difference. Things should run as the way they plan them to be. However, like Paulo, Veronika and Eduard have a desire to be artists. Paulo wanted to be a writer; Veronika wants to be a pianist, while Eduard wants to be a painter. This desire to be an artist is incompatible with the
“normal life” view of their family, so that they start the inner turmoil of their own desire and their love to the family.

Little Paulo was fond of helping his grandfather repair his car. Paulo’s father considered this as a sign that his son would be an engineer like him (Morais 60). Paulo also asked his father to buy him magazine related to repairing and building stuff. When he was eleven or twelve, he was interested in aeroplane modeling, which made his father more convinced that his son was born to be an engineer. Even though Paulo preferred studying arts rather than science when he was grown up, his father could not accept the fact. At the end of 1962, at his father insistence, Paulo was forced to enroll in the science stream at school rather than the arts as he had hoped (Morais 102-103).

When Veronika is a young girl, her mother gets her a piano lesson. She is fond of playing piano and often wins the competitions on it. One day she tells her mother that she would give up everything and dedicate herself for piano. Her mother replies that piano is only used to develop her artistic gifts. She argues that no one makes a living playing the piano. Then she asks Veronika to give up her desire and to make her study law (Coelho 94).

In a monologue, Veronika imagines what her mother might say related to her suicide attempt. In her mind, her mother says, “Look at me, for example, I’ve been married to you father for years, and I’ve tried to give you the best possible upbringing and set you the best possible example” (Coelho 22). The remark is aimed to reveal Veronika’s mother view about normal life. She sets herself as an example of what a normal life is, and Veronika is supposed to have a life as she does.
Meanwhile, Eduard has a desire to become a painter. He wants to paint the visions of paradise. He refuses his father’s will to set a diplomatic career for him. His parents, because of the great love they have for the son, force him to abandon his will to be a painter. They argue that becoming a painter is nonsense and is not a career that is appropriate for him.

“Then, in the name of the love you have for us, please, do as your mother wants. Just stop all your painting business for a while, get some friends who belong to the same social class as you and go back to your studies. If you really love us, do as I ask. If you don’t love us, then carry on as you are now.” (Coelho 188-189).

From the analysis above, it can be seen that both Veronika and Eduard represent Paulo’s personal experiences with his parents. They experience the similar case: the parents disagree with their desire to be artists and force them to be what they want them to be. This condition makes them suffer from a mental disorder and leads them to be sent to a lunatic asylum.

3. Dropped Out from School

Paulo had no interest in studying law, and his passion in writing grew much bigger. As the consequence, he dropped out after one year studying. He was so busy with his job as a journalist, with his cinema group, and his theater world that he had less and less time left for Andrews College. At the end of the semester, his father was told that Paulo failed in many subjects, which made him so desperate because Paulo seemed apathetic about this. None of schoolwork, teachers, and exams, could draw his attention. The only thing that interested him was writing, whether in the form of novels, plays, or poetry. He devoted all the energy and enthusiasm he failed to put into his schoolwork to the idea of becoming a writer (Morais 115-144).
The same thing happens with Eduard. After he reads a book about visionaries whose ideas have shaken the world, Eduard considers becoming a saint and uses the bicycle accident he was experienced as an opportunity to change the direction of his life. He spends his time learning how to paint well and abandons his study. When his mother suggests him to pay attention on his study, he argues that he does not care about geography and sciences. All he needs to do is to learn how to be a good painter. Finally, he is expelled from the American school because of his bad mark and of arguing with a teacher about the existence of saints (Coelho 181-188).

From the analysis above, it can be seen that Eduard reflects Paulo’s personal life in the case of being expelled from school for the sake of their dreams. Paulo devoted all his energy and enthusiasm to the idea of becoming a writer, while Eduard abandons his study in order to learn how to be a good painter.

4. Schizophrenic

Paulo was sent to the asylum because he suffered from schizophrenia. The same as Paulo, Veronika and Eduard also suffer from schizophrenia. The analysis about the disease of Paulo, Veronika, and Eduard will be elaborated below.

Schizophrenia is a group of psychotic disorders involving distortions in language and thinking, perception, emotion, and behavior. It is generally considered the most serious and severe form of mental disturbance, which usually emerge during adolescence or young adulthood and only rarely after age 45. Schizophrenia is also a form of psychosis, a term describing general lack of contact with reality. People with schizophrenia may require institutional or custodial care because of their lack of contact with reality (Huffman, Vernoy, and Vernoy 490-491).
Huffman, Vernoy, and Vernoy divide the symptoms of schizophrenia into four areas: perception, language and thought, affect (or emotions), and behavior. The perceptual symptom, for example, is hallucination. They often hear voices speaking their thoughts aloud, commenting on their behavior, or telling them what to do. A person with schizophrenia is most likely self-destructive, and at greater risk of suicide than violence toward others (491). Paulo showed this symptom when he several times had a thought to commit suicide (Morais 246). Veronika also tries to kill herself on November 11, 1997 (Coelho 1), while Eduard shows this symptom when he receives signal to escape the asylum (Coelho 148).

For people with schizophrenia, words lose their usual meanings and associations, logic is impaired, and thoughts are disorganized and bizarre. The most common thought disturbances experienced by people with schizophrenia are distorted beliefs called delusions. Delusions are mistaken beliefs maintained in spite of strong evidence to the contrary. In delusions of grandeur, people believe they are someone very important, perhaps Jesus Christ or the Queen of England. In delusions of persecution, individuals believe they are the target of a plot to harm them, for example, a person believes that secret agents were trying to assassinate him or her. In delusions of reference, unrelated events are given special significance, as when a person believes a radio program or newspaper article is giving him or her special message (Huffman, Vernoy, and Vernoy 491-492). Veronika experiences delusions of reference. She is a kind of person who believes that there is a hidden message behind an incident happening in her life. She believes the saying “nothing in this world happens by a chance.” The proof is when she is waiting her moment to die. Not knowing what to do, Veronika decides to read Homme, a French magazine. She
reads an article about computer game created by Paulo Coelho. She has ever met a person named Paulo once at a lecture in the café at the Grand Union Hotel. They have exchanged few words, and she has ended up being invited by his publisher to join them for supper. The fact that she has met Paulo leads her to think that he is a part of her world, and that reading an article about his work can help pass the time (Coelho 1-2).

Another proof is when Veronika starts reading the article. The first line of the article makes her surprised. The article begins with a question: where is Slovenia? Through the article, she could find a reason for her suicide attempt. She writes a letter to the magazine, explaining that Slovenia was one of the five republics into which the former Yugoslavia had been divided. The letter would be her suicide note, so she does not need to reveal the real reason of her suicide attempt (Coelho 6). Meanwhile, Eduard experiences delusions of persecution when he believes that he is a saint (Coelho 183).

Changes in effect, or emotions, are common in schizophrenia. In some cases, emotions fluctuate rapidly and exaggeratedly in inappropriate ways. For example, a person may become extremely fearful, guilty, or euphoric for no reason. In other cases, emotions may become blunted, decreased in intensity. Some people with schizophrenia have flattened affect – almost no emotional response of any kind (Huffman, Vernoy, and Vernoy 492). Paulo showed this characteristic when he smashed the windows of his house with stones at about 2 o’clock in the morning (Morais 180) and ruined his room at dawn (Morais 246-248). Meanwhile, Veronika shows this symptom when her emotion changes so rapidly in a short period of time; from a tough woman who can talk sarcastically to a nurse, into a fragile woman who
cries for almost half an hour in the nurse’s lap. She feels so guilty because of her suicide attempt (Coelho 64-66). Eduard shows this symptom when he is faced with the choice between his parents or his dream. Eduard wants to be a painter, but his parents have a different option. He has to be a diplomat just like his father. When his father asks him to choose between continuing his dream to be a painter or carry out his father’s command in the name of his love for them, he simply chooses to leave the reality and build his own world in his mind (Coelho 183-191).

For many years, researchers divided schizophrenia into paranoid, catatonic, disorganized, and undifferentiated types. Paranoid schizophrenia is the most common type of schizophrenia that mostly occurs in people in their late 20’s to 30’s. The symptoms of paranoid schizophrenia are bizarre, delusions, and hallucinations. These terms are still used in Diagnostic and Statistical Manual of Mental Disorders (DSM) and public, but the researchers no longer use them. DSM is published by the American Psychiatric Association. It provides a common language and standard criteria for the classification of mental disorders (Huffman, Vernoy, and Vernoy 452). It is used in the United States of America and in varying degrees around the world, by clinicians, researchers, psychiatric drug regulation agencies, health insurance companies, pharmaceutical companies, and policy makers.

Nancy Andreasen and others propose two categories of schizophrenia; those are positive symptoms, involving distorted or excessive activity (e.g., bizarre, delusions, hallucinations, inappropriate laughter and tears, and erratic behaviors), and negative symptoms, involving behavioral deficits or loss of activity, (e.g., toneless voice, flattened emotions, social withdrawal, and poverty of speech) (Huffman, Vernoy, and Vernoy 493). Paulo suffers from paranoid schizophrenia, which is
categorized as positive symptoms. As mentioned before, he experienced hallucination and destructive acts. The same as Paulo, Veronika also suffers from positive symptoms of schizophrenia since she experiences delusions, hallucinations, and inappropriate tears. Meanwhile, Eduard suffers from negative symptoms of schizophrenia. He has a tendency to withdraw himself from reality and avoid talking and showing emotions.

5. Living in a Lunatic Asylum

Paulo, at his age of seventeen, was sent to the asylum by his parents because of his strong desire to be an artist. Paulo abandoned his school, rarely slept at home, and finally dropped out of school. In addition, he ran over a boy when he was in Araruama until that boy was really badly injured and made his parents involved in a serious problem. His behavior was considered so strange to his parents that they sent him to an asylum in Rio. When he asked Dr. Benjamin why he was treated like a madman, the doctor replied that he was not being admitted as a madman. The asylum was merely a rest home, where he could take rest and get some medicines. When Paulo spent a day in the asylum, he realized that the condition there was not like that was depicted in the movies. His first stay in the asylum lasted for twenty-eight days. Paulo took his experience in the asylum as a mean for him to achieve maturity and self-confidence. According to Dr. Benjamin, Paulo suffered from a kind of schizophrenia (Morais 147-155).

After that incident, Paulo was admitted to the mental hospital two times, and he always found a way to escape. He suffered from depression, which made him do destructive acts uncontrollably. He even had a thought to end his life (Morais 163-
246). After his last escape from the asylum, his parents finally realized that their son needed caring and supporting, instead of being sent to the asylum. He only required having routine consultation with Dr. Fajardo (Morais 256-262).

In pursuing his career as a professional writer, Paulo made a systematic note on books that he read when he was twenty three-year old. From more than 300 books he read, he was more interested in books about occultism, witchcraft, and Satanism. Paulo, who was in despair, considered occult as an escape from the reality that he was not yet a professional writer (Morais 281-324). In accordance with that matter, Paulo lived in a country that was governed by a dictator. He hated the government who tortured and killed many people, but he could not do a thing about it. This condition made him fall into depression (Morais 311). Time went by, and Paulo still could not realize his dream when he reached thirty-two. Doctor diagnosed him as suffering from paranoid schizophrenia or manic depression (Morais 515).

Meanwhile, Veronika once dreams of being a pianist. She will devote her life to the piano and give up everything. However, her dream is scattered by her mother. She abandons the desire to be a pianist in order to fulfill her mother’s wish. Without realizing it, her life becomes meaningless because of that reason. Then she decides to end her life when she is twenty-four. However, her attempt to do suicide fails and makes her be sent to an asylum named Villete.

In another case, Eduard enters Villete because he suffers from schizophrenia. The mental disorder occurs when he is faced with the choice between his parents or his dream. Eduard is eager to be a painter, but his parents have a different option. He is hoped to be a diplomat just like his father. When his father asks him to choose between continuing his dream to be a painter or carrying out his father’s dream in the
name of his love for them, he simply chooses to leave the reality and builds his own world in his mind.

From the analysis above, it can be seen that Paulo and the two characters in the novel have experienced the same thing: they have ever been sent to an asylum. Paulo was sent there three times. The first, he was diagnosed as suffering from a kind of schizophrenia. This mental disorder is the same as that of Eduard and Veronika suffer. The second and third times by which Paulo was sent to the asylum were because he fell into depression, which made him doing act of destruction uncontrollably. He even had a thought to end his life. This condition is the same as Veronika’s. The difference is that Veronika does not destructive. She also does the suicide attempt, while Paulo had no chance to do it.

In this novel, Paulo describes his experience about electroconvulsive therapy when he was admitted in the asylum. He stated how dangerous the effect of that kind of treatment. The publication of this novel coincided with the debate about the treatment to the patients of asylum in Brazil. On January 22 1999, Senator Eduardo Suplicy read out some extracts from this novel at a plenary session and managed to get approval for a law that had been doing the rounds of the Brazilian Congress for ten years: a law prohibiting arbitrary hospitalization (Morais 696-697).

In this case, Paulo has proven that his work could bring an advantage to many people, especially for them who are mentally ill and hospitalized in Brazil. This goal is called the goal of success for all human kind. According to Adler, people struggle to achieve a final goal of either personal superiority, with little or no concern for others, or the goal of success for all human kind, which belongs to people who are psychologically health that able to help others without demanding a personal payoff.
People who strive for success rather than personal superiority maintain a sense, of course, but they see daily problems from the view of society’s development rather than from a strictly personal vantage point (Feist and Feist 70 - 72). The final goal has great significance because it unifies personality and makes all behavior comprehensible. The role of goal in someone’s life is to provide guidelines for motivation, shaping psychological development and giving it an aim (Feist and Feist 70 - 72).

6. Introvert

Paulo was born with a weak body. He almost died when her mother had just given him a birth. Her mother prayed to St Joseph, and suddenly she heard the baby weakly cried. He was comma and had to spend three days in an incubator. When Paulo was a teenager, his body was so thin, frail, and short, that his friends called him Pele - a Rio term used at the time for boys who were always getting beaten up by their classmates. He also suffered from asthma. With this physical weakness, Paulo got difficulty to get along with his friends. He preferred to spend his time reading books (Morais 72-90). This characteristic shows that Paulo was an introvert person. He preferred to spend his time alone reading the books rather than hung up with his friends who always made fun of him.

There are several actions of Veronika in the novel showing that she is an introvert person. The first is Veronika prefers to live in a convent. She rents a room in a convent because the nuns require the inhabitants to be back to the rooms on time (Coelho 44). The inhabitants of the convent rarely spend times together, so she really enjoys her time alone. The second is when Veronika is talking with Zedka in the
garden. Zedka takes her arm as they walk together in the garden. Delicately, Veronika moves her arms from Zedka’s. She feels uncomfortable with physical contact (Coelho 39).

In the novel, Veronika is also described that she is a kind of person who prefers to avoid conflicts to keep herself safe (Coelho 42-43). She always keeps a distance with other people and chooses not to react when someone provoke her to.

Eduard is also an introvert person. He cannot communicate himself well to other people. Other young people in his age are interested in talking about cars, latest sneakers, and designer clothes, while Eduard considers those topics as boring (175). Eduard is more comfortable to spend his time alone or with few people who are interested in other topics but cars, sneakers, and designer clothes than doing something else.

From the analysis above, it can be concluded that Paulo, Veronika, and Eduard have the same characteristic. They are considered as introvert persons because they enjoy they time with themselves. In this case, both Veronika and Eduard represent Paulo’s introvert character.

7. Cowardice

In several notes in his diary, Paulo confessed that he was a coward. The first note was when he was dismissed from the newspaper, where he worked as a journalist, because his article was considered striking the government. He told his editor that he did not mean to strike the government because he was afraid of the consequence. Later, he regretted his naivety of not being able to confess that he was subversive (Morais 161). Another note was when he was kidnapped by DOI-Codi...
(Department of Information Operations- Centre for Internal Defence Operations), the military police to handle those who were suspected doing rebellion to the government. In 1974, Brazil was under the dictatorship regime. Paulo’s song lyric entitled *Krig-Ha, Bandolo!* was suspected containing a rebellion theme toward the government. Paulo and his girlfriend Gisa were caught, and they were interrogated in the same places, but different rooms. Their heads were covered with hoods to make them unable to see anything. When Paulo was on the way to the toilet and passing a cell, Gisa recognized his voice and called him several times, but Paulo remained silent. He was afraid of being tortured if he replied her call. He admitted this as his greatest act of cowardice (Morais 443-448).

The same as Paulo, Veronika also confesses that she is a coward. Veronika is used to fulfill other’s expectation in life. She always behaves normally, like other people, and never lets herself to be out of border. As the consequence, she always hides from inner self. She seems having no problem from the outside, but actually, she cannot deal with herself. She never lets her genuine feeling to surface, if she thinks that it will make her out of the comfort zone. The proof is when the narrator explains that Veronika has given up many of her desires so that her parents will continue to love her as they had when she was a child (Coelho 43). This shows that Veronika pretends to be someone else in order to fulfill her parents’ expectation. She does not have courage to express what she wants. When Veronika sobs on the nurse’s lap in the asylum, she is asked, what makes a person hate himself like her. Veronika replies that it is because of her cowardice, or the eternal fear of being wrong, of not doing what others expect (66).
From the explanation above, it can be concluded that Veronika and Paulo have the same characteristic. They both have great fear inside themselves. Paulo was afraid of facing the consequence of his action, so he chose to not admitting it, while Veronika is afraid of not being able to fulfill her parents’ expectation, so she prefers to give up her desire in a favor of fulfilling her parents’ wishes.

8. Superstitious

In the journey of his life, Paulo showed the characteristic of a person who believes in superstitions. One day, he traveled with his friends from Brazil to Paraguay to watch world cup football. On the way to Paraguay, Vera’s wallet was lost and they could not find it. Paulo saw this as a bad sign and he insisted on going home. His friends did not agree with him and they continued the journey. In fact, they got a lot troubles along the journey before they could back to Rio de Jainero, Brazil (Morais 258-265). Up to now, Paulo has still counted on signs in his life. For example, he will start writing book when he receives a sign from God, in the form of a pigeon feather (Morais 592).

In pursuing his career as a professional writer, Paulo made a systematic note on books that he read when he was twenty three-year old. From more than 300 books he read, he was more interested in books about occultism, witchcraft, and Satanism. Paulo, who was in despair, considered occult as an escape from the reality that he was not yet a professional writer (Morais 281-324). Paulo got involved in occultism for years until he got a guidance to do the pilgrimage.

In an interview with Marika Schaertl, Paulo was asked about superstitions. Paulo answered that he does not only believe in such things, but he also
communicates with the universe. “I also play around with the universe, and it plays around with me.” (Schaertl).

Veronika is a kind of person who also believes that there is a hidden message behind an incident happened in her life. She believes the saying “nothing in this world happens by a chance.” The proof is when Veronika is waiting her moment to die. Not knowing what to do, Veronika decides to read a magazine, and the first line of the article that she reads makes her surprised. The article begins with a question: where is Slovenia? Through the article, she could find a reason for her suicide attempt. She writes a letter to the magazine, explaining that Slovenia was one of the five republics into which the former Yugoslavia had been divided. The letter would be her suicide note, so she does not need to reveal the real reason of her suicide attempt (Coelho 6). Meanwhile, in several parts of the novel, it is explained that Veronika communicates with the universe. When she is in the asylum, she plays the piano to the moon, the stars, the garden, and the mountains. She feels that moon feel proud of her piano playing (Coelho 71). The moon even tells her that the sun will appear a week later (Coelho 81).

Meanwhile, Eduard also believes in superstitions. This is rather anomalous for young men at his age. When he is dating a Brazilian girl named Maria, he starts to change. He reads strange books, builds a pyramid in his room and together with Maria burn incense every night, says mantras, and spends hours staring at a strange design pinned to the wall. When Eduard’s mother sees the cover of the books in Eduard’s room, she feels anxious about the change of her son. She does not understand Portuguese, but she understands that crosses, bonfires, hanged witches, and exotic symbols are considered dangerous. Eduard’s father, on the contrary,
considers it as a common juvenile delinquency that will not last long. He argues that the incense is used to disguise the smell of marijuana, instead of being used for occultism purpose (Coelho 176-178).

The second proof is when Eduard is going to look for a huge deposit of crystal, which is believed that it can give positive energy. His parents, who have been brought up under communist regime, consider crystal as merely a mineral product composed of certain atoms that cannot produce energy either positive or negative. They hardly believe that their son believes in such primitive superstition (Coelho 177).

The third proof is when Eduard is going to leave Villete and face the real world outside the wall of Villete. He believes that God sends signal through what happens in life. Eduard had already escaped from Villete several times, but he had always decided to go back because he had still not received the signal to go forward. However, when Veronika enters Villete and teaches him new perception about life through her actions, he changes his mind. He considers Veronika as the sign for him to escape Villete (Coelho 148).

From the analysis above, it can be seen that Veronika and Eduard, the same as Paulo, believe in superstitions. They believe that an incident has a hidden message behind it. In addition, Paulo is able to communicate with the universe, the thing that Veronika is able too.

9. Religious

Paulo is a catholic. He was raised in a catholic family. During his life, he had ever become an atheist or a Buddhist. However, he then returned to be a catholic
again. His reason for being a catholic is because catholic was in his blood, not because he thought that it was the ultimate religion. He argued that all religions would lead to the same God if the person chooses it with sincerity (Clara). Even though Paulo is a catholic, he also believes in certain rituals, alchemy signs, and superstitions.

I think that although we belong to an established religion, sometimes you have to take your spiritual path in your hand. I am not talking about new age, new theory, thinking that you can put everything in a basket or choosing that we are going to create our own religion. I am talking about the importance of being capable of distinguish between things that are really important to us and things that somehow maybe manipulated by our religion. So, I am looking forward to your opinions on this subject (Coelho).

His view about religion seems to affect the way he characterized Eduard. In the story, Eduard is described as a catholic who believes in superstitions, omens, and visions of paradises. Eduard is expelled from the American school because he debates his teacher about the saints' existence (Coelho 188). Eduard believes that he is born to paint the visions of paradise. He is a saint, just like Bosch, Van Gogh, Wagner, Beethoven, Einstein, and others (Coelho 154). From the analysis, it can be seen that Paulo and Eduard have the same principle of religion.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part contains the conclusions of the whole analysis of the formulated problems. The second part presents the suggestions both for the English teachers and researchers regarding to the novel and topic analyzed in this study.

A. Conclusions

This study presents the idea of how the characters in a novel reflect the author’s personal life. Two research questions have become the main idea of this study; those are how the characters of Veronika and Eduard are portrayed, and how those characters reflect Paulo Coelho’s personal life. Thus, this section contains the conclusions of this study based on the two research questions mentioned above.

Firstly, Veronika is categorized as a main character, since she experiences change through the story and plays an important role in the story. She is able to draw the readers’ attention through her behavior, attitude, action, and speech. Meanwhile, Eduard’s character is categorized as a minor character, since he only becomes the background of the main character, Veronika. He is presented only in certain event. The function of Eduard’s character in the story is to strengthen the development of the main character.
Secondly, Veronika is described as a twenty-four years old woman who appears living a happy, normal life. She is well educated and beautiful, and has boyfriends and a loving family. However, in a cold November, she decides to end her life, by taking an overdose of sleeping pills. She decides to kill herself not because she is sad, depressed, or lack of love by people around her, but because of two main reasons: that her life is monotonous and her sense of helplessness about what is going on in the world. Luckily, her attempt to kill herself fails, and this causes her to be sent to a lunatic asylum in Ljubljana named Villete. In this asylum, she is told that she only has five days, or a week at most, to live. During her short time in the asylum, Veronika experiences new things that affect her view toward life.

Thirdly, the study also unveils Veronika’s character into some characteristics; those are introvert, cowardice, superstitious, and schizophrenic. Meanwhile, Eduard’s characteristics are introvert, superstitious, and religious. He is described as a young man who is good looking, ideal, sensitive, and well educated. He is raised in a wealthy family. He is the only son of a Yugoslavian diplomat who becomes the Yugoslavia ambassador in Brazil. Eduard is prepared to follow his father’s career as a diplomat. His parents love him so much that they have planned everything for his future. They want to make sure that they have given the best for their only son’s future. Eduard’s parents plan their son’s future and get rid of all the things that prevent them achieve their goals. They make Eduard to be what they want him to be and they believe that it is the best for his life. However, even though he fulfills almost all requirements to be a diplomat,
Eduard miss one thing, which is very important. He cannot communicate himself well to other people.

Eduard is sent to Villete because he suffers from schizophrenia. Schizophrenia is a group of psychotic disorders involving distortions in language and thinking, perception, emotion, and behavior. The mental disorder occurs when he is faced with the choice between his parents or his dream. Eduard wants to be a painter, but his parents have a different option. He has to be a diplomat just like his father. When his father asks him to choose between continuing his dream to be a painter or carry out his father’s command in the name of his love for them, he simply chooses to leave the reality and build his own world in his mind. This is one of the symptoms of people with schizophrenia.

The subjects in which Paulo, Veronika and Eduard have similarity are that they are introvert, cowardice, superstitious, schizophrenic, and religious, raised in a loving and caring family, have the family tradition to live normally, dropped out from school, and live in an asylum.

Finally, it is clearly seen that Veronika and Eduard reflect Paulo Coelho’s personal life. They have similar characteristics, suffer from the same kind of mental disease, and have an experience living in an asylum. Paulo is known as an author who always puts his personal experiences in his novels. One of his objectives in putting his personal life in his novels is to share his personal experiences to others. Through his stories, he is able to inspire many people and even able to change the regulation about the use of electroconvulsive therapy for people who are mentally ill.
B. Suggestions

This part is divided into two sections. The first section contains the suggestion for future researchers to study Paulo Coelho’s *Veronika Decides to Die*. The second section is the suggestion of using literature in English Language Teaching.

1. Suggestion for Future Researchers

This study focuses on how Veronika and Eduard, the characters in the novel, reflect Paulo Coelho’s personal life. The biographical and psychological approaches limit this study. Many aspects of this novel are interesting to analyze.

This study believes that literature is an exemplification of realism in fiction. Literature is also a canonic text and therefore has available for analysis a wider variety of critical readings about it (Widdowson 20). For the students who are going to write an analysis on Paulo Coelho and his work *Veronika Decides to Die*, the focus on the society’s view toward people who are mentally ill is suggested. The psychological approach can be used for the analysis. The novel describes the fear of people who have already become the patients of an asylum to come back to the society and to live a “normal” life. They prefer staying in the asylum even though the doctor says that they have already cured. They make a group named Fraternity. They can leave the asylum and do whatever they want in order to keep their mental health. This phenomenon can be studied deeper using the approach mentioned before.
2. Suggestion for English Language Teaching

This part discusses the implementation of Paulo Coelho’s *Veronika Decides to Die* as the material in English Language Teaching. Speaking will be the field of implementation. According to Povey (qtd in Brumfit 191), literature will increase language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. Through a literary work, the authors present their idea about particular things in life. In relation with teaching and learning activities, learning to understand and how to interpret the author’s ideas may give benefits for the students, such as: improving their English ability, getting the values and lessons of life, and the most important thing is learning how to express their own ideas and opinions better.

However, there are several criteria in choosing appropriate literary work to language teaching. Nutall suggests three criteria; those are suitability, exploitability, and readability. Suitability means the novel is suitable for the students, so that it stimulates personal involvement of the students. While exploitability means the text should facilitate the students to learn language. The last criterion is readability, which means the text is suitable with the level of difficulty of the students (2). Referring to Paulo Coelho’s *Veronika Decides to Die*, it can be seen that the novel is long enough and using complex and various kind of dictions. Therefore, the novel is suitable for students in advanced level who already master sufficient vocabulary and have proficiency to read the novel.
In teaching speaking, the teacher should create such an atmosphere in which the students feel free to express and share their ideas. One of the ways is by providing a topic that interests the students to participate in the discussion. A novel can be used as the topic if it is used and chosen appropriately. Paulo Coelho’s *Veronika Decides to Die* can be used to teach speaking through two activities: discussion and presentation. These activities are able to encourage the students to speak up and share their ideas and opinions both in the group and in front of the class. The procedures to conduct the class activity are:

1. The teacher provides the excerpt of the novel, *Veronika Decides to Die* by Paulo Coelho and divides the excerpt (pp 1-7) a week before the meeting. The students are asked to read the excerpt at home.
2. The teacher conducts warming up activity by brainstorming the word “suicide”.
3. Teacher divides the class into four groups
4. The teacher asks the students to discuss the suicide attempt of Veronika revealed in the excerpt. Students may refer the reason and the character’s view toward suicide attempt.
5. The students share their opinion, argument, and analysis within the group.
6. The teacher asks every group to present the result of their discussion in front of the class. Other groups may ask question or give their own opinion.
7. The students make reflection on today’s lesson regarding their improvement, difficulty, experience, and feeling.
8. The teacher makes conclusion and closes the lesson.
REFERENCES


Appendices
Appendix 1

The Summary of

Veronika Decides to Die

*Veronika Decides to Die* is about the life of Veronika, a twenty-four year old woman who appears living a happy, normal life. It can be said that Veronika can get everything that woman in her age eager to get. She has a good education, a physical beauty, boyfriends, and a loving family. However, in a cold November, she decides to end her life, by taking an overdose of sleeping pills.

Her attempt to end her life, in fact, forcefully leads her into an asylum named Villette. In this asylum, she is told that her heart will stop beating within a week, the most. During this short time, Veronika learns to live her life as she wants it to be, since she has nothing to lose to do so. She does not have to please anyone if she does not want to, she lets herself to feel hateful, she slaps a man’s face to express her anger, and she masturbates herself as far as she can go. She could not do those things in her life before, since she has to be “good” in the eye of other people. She never lets her “bad” side come out. Something is missing in
her life. This missing piece makes Veronika believe that her life is not worth living.

In this asylum, Veronika meets Dr. Igor, Zedka, Mari, and Eduard. Eduard is a schizophrenic with whom she falls in love. Schizophrenia makes Eduard live in his own world, leaving the reality. Somehow, Eduard loves to hear the sonatas, requiems, and adagios Veronika plays with the piano. Veronika is a good piano player, and being a pianist is her will in her childhood. Her parents prohibit her to be a pianist. Feeling disappointed, she never plays piano again until she enters the asylum and finds a piano there. Playing the piano helps her express her feeling and makes her able to reveal other sides of her life.

Through Eduard, Veronika can find the meaning of love. Veronika believes that people come into the world with their own destiny. She is convinced that her destiny is to draw back Eduard to reality so that he can continue on painting his vision of paradise. On the last day of Veronika’s life, they both decide to leave the Villette and do something crazy in order to live their life to the fullest. When that day passes, Veronika should have been dead. In fact, she is still alive. She continues living and considers every single day as a miracle.

Adapted from: http://en.wikipedia.org/wiki/Veronika_Decides_to_Die
Appendix 2

Biography of Paulo Coelho

Paulo Coelho was born in Rio de Janeiro, Brazil. When he was a teenager, Coelho wanted to become a writer. His parents did not agree with him and forced him to be a lawyer. At 17, Coelho was committed to the asylum because of his bad manner and his rebellion to the family’s rule. He escaped three times before being released at the age of 20. Coelho later argued that his parents wanted to save him so that they sent him to the asylum. He did not blame his parents for this.

At his parents’ wishes, Coelho enrolled in law school and abandoned his dream of becoming a writer. One year later, he dropped out and lived life as a hippie, traveling through South America, North Africa, Mexico, and Europe and becoming immersed in the drug culture of the 1960s. He returned to Brazil and worked as a songwriter for Elis Regina, Rita Lee, and Brazilian icon Raul Seixas. Composing with Raul led to Paulo being associated with satanism and occultism, due to the content of some songs. In 1974, Coelho was arrested for "subversive" activities by the ruling military government, who had taken power ten years earlier and viewed his lyrics as left-wing and dangerous. Coelho also worked as an actor, journalist, and theatre director before pursuing his writing career.
In 1982 Coelho published his first book, *Hell Archives*, which was not success in the market. In 1986 he contributed to the *Practical Manual of Vampirism*, although he later tried to take it off the shelves since he considered it of bad quality. In the same year, Coelho walked the 500-plus mile Road of Santiago de Compostela in northwestern Spain, a turning point in his life. He poured his experience during the journey in a form of autobiography entitled *The Pilgrimage*. The following year, Coelho wrote *The Alchemist* and published it through a small Brazilian publishing house who made an initial print run of 900 copies and decided not to reprint. He subsequently found a bigger publishing house, and with the publication of his next book *Brida*, *The Alchemist* became a Brazilian bestseller. *The Alchemist* has gone on to sell more than 65 million copies, becoming one of the best-selling books in history, and has been translated into more than 70 languages, the 71st being Maltese, winning the Guinness World Record for most translated book by a living author.

Since the publication of *The Alchemist*, Coelho has generally written one novel every two years including *By the River Piedra I Sat Down and Wept*, *The Fifth Mountain*, *Veronika Decides to Die*, *The Devil and Miss Prym*, *Eleven Minutes*, *Like the Flowing River*, *The Valkyries* and *The Witch of Portobello*. Coelho stated that when he saw a dove feather, it was a sign that he had to start writing.

In total, Coelho has published 29 books. *The Pilgrimage* and *The Valkyries* are autobiographical, while the majority of the rest are fictional, although rooted in his life experiences. Others, like *Maktub* and *The Manual of the*
Warrior of Light, are collections of essays, newspaper columns, or selected teachings. In total, Coelho has sold more than 100 million books in over 150 countries worldwide, and his works have been translated into 67 languages. He is the all-time bestselling Portuguese language author. Currently, Coelho publishes short stories for Ode Magazine. Every issue devotes a page to Coelho for his writing pleasure.

Adapted from: www.paulocoelho.com/en/bio.shtml
Appendix 3

Lesson Plan of KPE 232 Public Speaking I

Subject : Public Speaking I
Level of students : 4th semester of PBI Sanata Dharma
Time allocation : 2 x 50 minutes
Credits : 2 credits

Competence standard
- The students are able to express themselves fluently in both everyday and formal situations. They should be able to state their preference and opinions, to argue and differ, to analyze and question and to have the confidence to communicate in wide social range.

Basic competency :
- Students are able to participate in a group discussion successfully by stating their argument, opinion, and analysis to the problem
- Students are able to present the result of the discussion confidently to the other groups.

Indicators
- Students are able to conduct a group discussion on the excerpt of the novel by giving clear instruction and act confidently
- Students are able to participate in a group discussion on the excerpt of the novel by stating their opinion, argument, and analysis
- Students are able to present the result of the discussion confidently in front of the class by speaking confidently, clearly, and coherent with the subject discussed
<table>
<thead>
<tr>
<th>Achievement Indicators</th>
<th>Learning Experiences</th>
<th>Time Allocation</th>
<th>Technique/ Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students are able to brainstorm on the word “suicide”</strong></td>
<td><strong>Pre Activity</strong></td>
<td><strong>10’</strong></td>
<td>Whole class discussion</td>
</tr>
<tr>
<td></td>
<td>Students figure out one word related to the word “suicide”</td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td><strong>Students are able to chair a group discussion on the excerpt of the novel.</strong></td>
<td><strong>Whilst Activities</strong></td>
<td><strong>10’</strong></td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>The students are divided into four groups and are asked to read the excerpt of the novel. In the group, students discuss the suicide attempt done by the main character regarding the reason of her action and her view toward suicide. Students share their opinion, argument, and analysis.</td>
<td>30’</td>
<td>Handout/group discussion</td>
</tr>
<tr>
<td><strong>Students are able to participate in a group discussion on the excerpt of the novel by stating their opinion, argument, and analysis.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students are able to present the result of the discussion confidently in front of the class by speaking confidently, clearly, and coherent with the subject discussed</strong></td>
<td>After finished, each group presents the result of the discussion in front of the class. Other groups may give opinion or ask question.</td>
<td><strong>30’</strong></td>
<td>Handout/whole class discussion</td>
</tr>
<tr>
<td>Achievement Indicators</td>
<td>Learning Experiences</td>
<td>Time Allocation</td>
<td>Technique/ Source</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Post Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher asks the students to write a reflection on today’s lesson regarding their improvement, difficulty, experiences, and feeling.</td>
<td>15’</td>
<td>Individual work</td>
<td></td>
</tr>
<tr>
<td>Teacher recaps the lesson and close the lesson</td>
<td>5’</td>
<td>Lecturing</td>
<td></td>
</tr>
</tbody>
</table>
Brainstorming

What first come in your mind if you hear the word “suicide”?
_____________________________________________________________________

Assigning the groups

The teacher asks the students to count from 1 to 4. Those who say 1 get together and become group 1 and so on.

Exercise

After reading the excerpt ...
Discuss within your group: what do you think about Veronika’s suicide attempt. You may state your opinion based on your analysis about the cause of her action and her view toward suicide. Share your opinion, argument, and analysis within your group.

PRESENT IT IN FRONT OF THE CLASS

Present the result of the discussion in front of the class. Other groups may ask question or give opinion.
_____________________________________________________________________

Reflection

Write your reflection on today’s lesson regarding your improvement, difficulty, experiences, and feeling.
The excerpt of *Veronika Decides to Die*

On November 11, 1997, Veronika decided that the moment to kill herself had—at last!—arrived. She carefully cleaned the room that she rented in a convent, turned off the heat, brushed her teeth, and lay down. She picked up the four packs of sleeping pills from her bedside table. Instead of crushing them and mixing them with water, she decided to take them one by one, because there is always a gap between intention and action, and she wanted to feel free to turn back halfway. With each pill she swallowed, however, she felt more convinced: After five minutes the packs were empty.

She had been trying to get hold of the pills for nearly six months. Thinking that she would never manage it, she had even considered slashing her wrists. It didn’t matter that the room would end up awash in blood, and the nuns would be left feeling confused and troubled, for suicide demands that people think of themselves first and of others later. She was prepared to do all she could so that her death would cause as little upset as possible, but if slashing the wrist was the only way, then she had no option – and the nuns could clean up the room and quickly forget the whole story, otherwise they would find it hard to rent out the room again. We may live at the end of the twentieth century, but people still believe in ghosts.

Obviously she could have thrown herself off one of the few tall buildings in Ljubljana, but what about the further suffering a fall from such a height would cause her parents? Apart from the shock of learning that her daughter had died, they would also have to identify a disfigured corpse; no, that was a worse solution than bleeding to death, because it would leave indelible marks on two people who only wanted the
best for her. Shooting, jumping off a high building, hanging, none of these options suited her feminine nature. Women, when they kill themselves, choose far more romantic methods – like slashing her wrists or taking an overdose of sleeping pills.

Veronika knew that life was always a matter of waiting for the right moment to act. And so it proved to be the case. In response to her complaints that she could no longer sleep at night, two friends of hers managed to get hold of two packs each of a powerful drug, used by musicians at a local nightclub. Veronika left the four packs on her bedside table for a week, courting approaching death, and saying goodbye – entirely unsentimentally – to what people called life.

She believed herself to be completely normal. Two very simple reasons lay behind her decision to die, and she was sure that, were she to leave a note explaining, many people would agree with her. The first reason: Everything in her life was the same and, once her youth was gone, it would be downhill all the way, with old age beginning to leave irreversible marks, the onset of illness, the departure of friends. She would gain nothing by continuing to live; indeed, the likelihood of suffering would only increase. The second reason was more philosophical: Veronika read the newspapers, watched TV, and she was aware of what was going on in the world. Everything was wrong, and she had no way of putting things right – that gave her a sense of complete powerlessness.
Appendix 4

Map of Slovenia

http://www.lonelyplanet.com/maps/europe/slovenia/ retrieved on June 20, 2011

Pictures of Paulo Coelho