THE INFLUENCE OF MORRIE ON MITCH’S PERSONALITY DEVELOPMENT AS REFLECTED IN MITCH ALBOM’S

TUESDAYS WITH MORRIE

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

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STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis which I wrote does not contain the works or part of the works of other people, except those cited in the quotations and bibliography, as a scientific paper should.

Yogyakarta, 12 January 2007

The Writer

Sri Murni Lestari
“A teacher affects eternity; he can never tell where his influence stops.”
– Henry Adams –

“When you were born, you were crying while the people around you were laughing. When you die, make them cry while you are smiling…”
– Anonymous –

“The earth is a place to know those who obey God and those who obey the devils”
Zainab binti Sayidina Ali_The Grand Child of Muhammad SAW
This thesis is devoted especially to the one & only woman
I mostly admire, MY BELOVED “UMMI”
and to all the love in the world
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Sri Murni Lestari
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ABSTRACT

Lestari, Sri Murni. (2007). The Influence of Morrie on Mitch’s Personality Development as Reflected in Mitch Albom’s Tuesdays with Morrie. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study discusses Mitch Albom’s novel, Tuesdays with Morrie. I am interested in this novel because the story of the novel is heartwarming and contains many lessons that make this life meaningful. I am also interested in finding out the influence of a teacher on his student’s personality development since this novel tells about a relationship between a student and a teacher.

There are three problems analyzed in this thesis: (1) How is Mitch Albom as the main character portrayed in the novel? (2) How is Morrie Schwartz described in the story? (3) How does Morrie Schwartz influence Mitch Albom’s personality?

In order to answer the problems, a psychological approach is used because this thesis analyzes the personality changes of the main character Mitch. A library study method is also employed in this study. There are two sources used: primary and secondary sources. Tuesdays with Morrie, the novel, is the primary source in this study. The secondary sources are books and websites on literature and psychology.

Based on the analysis, Mitch is portrayed as the major character. He is smart, hardworking, boastful, arrogant, and greedy. Meanwhile, Morrie is described as an old dying man who is tough, wise, modest, and devoted. Mitch and Morrie have an accidental meeting after sixteen years. After this reunion, Mitch always visits Morrie in West Newton, Massachusetts, on every Tuesday. During these Tuesdays, Morrie gives Mitch many lessons entitled “The Meaning of Life”. Morrie and Mitch discuss things about love, family, death, money, culture, fear of aging, regrets, marriage, and many other things. From the analysis, it is found that Morrie influences Mitch’s personality through his lessons, advice, and his interaction with Mitch. Mitch turns from someone who is arrogant and greedy to be one who is loving and caring. The characteristics of these personality changes are considered as better, quantitative, and rapid change. Mitch’s self-concepts also change. Mitch changes from someone who thinks that money and achievements will make him happy to one who thinks that love is the only thing that will make him happy. His self-concept about men and crying also changes. After Morrie’s lesson which is given on and on, Mitch finally thinks it is okay for man to cry. The characteristics of these personality changes are considered as better, qualitative, and rapid changes. There are two main factors determining Mitch personality: the intellectual and educational determinants. Mitch who is characterized as a smart person makes it easier for him to make life adjustment. Meanwhile, Morrie as Mitch’s teacher takes a role as one of the educational determinants that causes Mitch’s personality to change.


Ada tiga pokok permasalahan dalam studi ini: (1) Bagaimana Mitch Albom selaku tokoh utama digambarkan dalam novel? (2) Bagaimana Morrie Schwartz digambarkan? (3) Bagaimana Morrie Schwartz mempengaruhi kepribadian Mitch Albom?


CHAPTER 1
INTRODUCTION

Chapter one consists of five parts. The first part is the background of the study, which states the need for analyzing the topic and my personal reason for choosing the topic. The second part explains the problem formulation, which provides the general description of the problems that will be analyzed in this thesis. The third one identifies the objectives of the study, which accounts for the goals of this study. The fourth part describes the benefits of the study. Finally, the definition of terms defines the implemented terms of the study.

1.1 Background of the Study

Every human being has his own characteristics which make him unique. Those unique characteristics are usually gained from his life experiences. For example, when there are two people who have to face the same complicated problem, one may keep on struggling while another gives up. As quoted by Hurlock (1974: 8), Allport explains that there are no two people, not even identical twins, who have exactly the same life experiences. Thus, each person has to learn to respond to his environment in terms of his individual experiences. Those different life experiences that cause him to learn different things result different human personality. Hence, one’s personality is not patterned only by heredity from one’s family, but also by the product of learning through life experiences.

Allport (1961: 28) defines personality as the changing and interrelating association of distinctive features into a whole that leads someone to behave, to think differently from other people. It means that personality does not consist of only one feature, but many distinctive features which are changing and interrelating. Besides,
Allport (1961: 35) says that human personality is changing over time. It may change from situation to situation. The change is not always good. It can be either better or worse.

A figure such as a mother or a father or a friend or a teacher or anyone can become an idol. When someone admires his teacher for example, he usually shows respect and is obedient to the teacher. He will also imitate his idol’s attitude, words, and sometimes imitate the idol’s performance. Consequently, the one who is adored may influence a lot in shaping one’s personality.

Personality development as discussed above is one of the topics that may become a theme in a work of literature like a novel. According to Wellek and Warren (1956: 94), literature is the reflection of human’s feeling toward his life. Therefore, when we read a literary work, we can learn many human life experiences concerning human personality, human behaviour, human motivations, and other human natures as a portrayal of human life experiences. By reading a novel, we do not only obtain ‘the sweetness’ of pleasure, but we can also learn ‘the sourness’ of a human’s struggle to survive, the bitterness of a hard life, and many other things.

*Tuesdays with Morrie*, a novel written by Mitch Albom, is one of the novels that talk about personality development. It is a biographical novel which tells about personality development of Mitch Albom as the main character, which is influenced by his professor named Morrie Schwartz. Mitch Albom is a student at Brandeis University, Massachusetts. After he graduates from Brandeis University, he wants to be a well-known musician. He tries for years to make his dream come true by playing the piano in some clubs, but he fails. Getting bored with his failure in playing music, he goes back to school. He earns a master’s degree in journalism. He takes a job in Detroit as a columnist for the *Detroit Free Press*. In a few years he becomes a
successful man who is able to earn a lot of money. Along with his achievements, he changes his life style. He stops renting things and he starts buying things. He buys a house on a hill and cars. He invests his money on stocks and builds a portfolio. He earns money more than he ever figures. He thinks that he can buy happiness with his money and his accomplishments. That worldly pleasure makes him change.

He becomes such a different man. He never cares for his wife, Janine, not even for his only brother Peter. He also becomes arrogant. When there are letters from his alma mater or from anyone, he never responds. He considers that they are only asking for money, though in fact he does not know. He thinks he can gain anything including happiness by having such accomplishments until one day something makes him puzzled. While he is watching a television program, he accidentally sees his former professor’s house. The professor, Morrie Schwartz is Mitch’s favourite sociology professor at Brandeis University with whom Mitch has promised to keep contact after graduation. Mitch has never seen Morrie since his graduation 16 years ago. Morrie suffers from Amyotrophic Lateral Sclerosis (ALS) or Lou Gehrig’s disease, a disease which attacks human muscles.

Hence, he decides to visit his favourite teacher in West Newton, a quiet suburb of Boston. Morrie welcomes him warmly. They talk very closely as they did in the college many years before. After this reunion, Mitch always keeps his Tuesdays for visiting Morrie. During these Tuesdays, Morrie teaches some lessons entitled “The Meaning of Life”. He teaches Mitch about culture, regrets, death, family, money, marriage and many things which make Mitch realize that his money and achievements cannot buy love and happiness. Here, Mitch’s personality starts to change under the influence of Morrie. Mitch develops to be a loving and caring man. He remembers his wife and Peter. Mitch also tries to contact Peter to know his condition. His concept of
love changes as well.

I am interested in this novel because I can learn many things from it. Firstly, I can learn about the meaning of life. In this work, the author Albom, tries to describe the meaning of life through the lessons of a dying teacher which are shared with his former student, Mitch Albom. He tells the readers about death, regrets, family, love, forgiveness and many other things which give them a new vision about the meaning of life. Secondly, we can learn about personality development of a student which is influenced by his admired teacher. In the novel, the main character’s personality changes to be better because of his teacher. It is, of course, very relevant to my field, that is the English Language Education Study Program and the readers who study at the same field. This study can help us understand how important the teacher’s role is in influencing the student’s personality. Hence, when we become a teacher later on, we will be able to help our students in developing and improving their personalities.

1.2 Problem Formulations

In order to have a reliable and deep understanding in studying Mitch Albom’s Tuesdays with Morrie, I have formulated two problems. These problems will limit the scope of the study and also guide me to analyze the novel. They are:
1. How is Mitch Albom as the main character portrayed in the novel?
2. How is Morrie Schwartz described in the story?
3. How does Morrie Schwartz influence Mitch Albom’s personality?

1.3 Objectives of the Study

This study is conducted in order to answer the previous formulated problems. Firstly, I try to reveal Mitch Albom’s characteristics as depicted in Tuesdays with Morrie. Secondly, I would like to find out the descriptions of Morrie Schwartz.
Finally, after knowing Mitch Albom’s characteristics and the descriptions of Morrie Schwartz, I would like to analyze how Morrie Schwartz influences Mitch Albom’s personality to develop.

1.4 Benefits of the study

This study will give some advantages to its readers. Firstly, through this study, hopefully the readers can get beneficial values about human relationships, especially the relationship between a student and a teacher. Because this study analyzes the influence of a teacher on the student’s personality development, I hope this study will give the readers a better understanding of the novel from the psychological viewpoint.

Secondly, since this study analyzes the influence of a teacher on the student’s personality hopefully it will also give benefits to the students of the English Education Study Program, who in the future become teachers. They will realize how important the role of teachers in patterning the students’ personality is. Therefore, they will be able to cope with students’ personality changes. I also expect that from this study students will improve their appreciation of literary works especially English literature. Using this novel, they can also teach reading, writing, speaking, prose, and other subjects. Finally, this study hopefully will give advantages to other researchers who intend to study literature, especially those who intend to study Mitch Albom’s works. They can use this study as a reference which might be helpful as a comparative study.

1.5 Definition of Terms

There are some terms that need to be defined in order to avoid misunderstanding. The terms are character, personality, development, and personality development. The definitions are explained as follows:
1.5.1 Character

In terms of literary work, Roberts and Jacobs (1987:63) define a character as “a reasonable facsimile of a human being, with all the good and the bad traits of being human”. In other words, we can also say that a character is a duplicate of a human being with the entire good and bad qualities. Thus, in this study, a character is the person who acts or plays in a story.

1.5.2 Personality

Kalish (1971: 52-53) states that personality is a dynamic organization of characteristic attributes leading to behaviour and distinguishing one individual from other individuals. In psychology, a dynamic person is a person who is constantly changing. Personality as an organization means that personality is neither a single part nor a combination of many separated parts, but an organization or a “whole”. Characteristic refers to those distinctive features of an individual which make him different from other people. Behaviour is how a human being reacts to a situation.

Hence, we can also say that personality is the changing and interrelating organization of distinctive features into a whole that leads a man to behave as he does and that makes him different from other people.

1.5.3 Development

According to Pikunas (1976: 23), development refers to all the processes of change by which an individual’s potentialities unfold and appear as new qualities, abilities, traits, and related characteristics. It includes the long-term and relatively irreversible gains from growth, maturation, learning, and achievement.

1.5.4 Personality Development

From the definitions of personality and development above, we can conclude personality development is all the processes of changing and interrelating organization
of distinctive features into a whole that leads a man to behave as he does and that makes him different from other people.
CHAPTER 2
REVIEW OF RELATED LITERATURE

This chapter provides four sections. The first one presents an overview of literary theories which include the theory of critical approach, the theory of character and the theory of characterization. The second one deals with a review of a related theory that is the psychological theory of personality. The third section is the criticism of the novel Tuesdays with Morrie. The last one is the theoretical framework.

2.1 Review of Related Theories

2.1.1 Critical Approaches

The theory of critical approach indeed becomes an essential part of literary study because it helps the readers to obtain a better understanding of its nature, function, and the positive values of the literary work. Rohrberger and Wood Jr. (1971: 6-15) say that to study a piece of literature, we have to use critical approaches to literature. Therefore, they provide approaches which the readers may well apply in evaluating a literary work. Those approaches are the formalist approach, the biographical approach, the sociocultural-historical approach, the mythopoeic approach, and the psychological approach.

The formalist approach focuses on the total integrity of the literary piece and almost entirely on its aesthetic value. The formalist critic examines the literary piece without reference to facts of the author’s life, without reference to the genre of the piece or to its place in the development of the genre or in literary history, and without reference to its social background.

The biographical approach analyzes the literary work related to the author’s background of life. The biography of the author is used as the basis for analysis.
Hence, the reader must know the background and the personal life of the author in order to get a deeper understanding of his literary work. Generally, this approach is applied for biographical novels.

The sociocultural-historical approach believes that the literary work is influenced by the social, culture and the historical background of the author. Therefore, the author’s social, cultural and historical life takes an important place in determining his literary work.

The mythopoeic approach seeks to discover certain universally recurrent patterns of human thought, which they believe find expression in significant works of art. These universally recurrent patterns are those that found first expression in ancient myths and folk rites and are so basic to human thought that they have meaning for all men.

The psychological approach involves the effort to locate and demonstrate certain recurrent patterns. The proponents of this approach consider that the behaviour and statements of the character may reflect their psychological order.

2.1.2 Character

Character takes an essential role in a literary work. Character also determines the quality of a literary work. Abcarian (1998:6) says that good stories are usually interesting from the beginning till the end. They present characters the readers care about and they might be reasonable or unreasonable.

2.1.2.1 Definition of Character

Roberts and Jacobs (1987:63) define a character as a reasonable imitation of a human being, with all the good and the bad traits of being human. In a story a character usually must face a major problem which may involve another character. The character may win or lose. He/she may learn and be the better for the experience or may miss the
point and be unchanged despite what has happened. Besides, Abrams (1981: 23) defines a character as a person presented in a dramatic or narrative work, who is interpreted by the reader as having particular traits, natural qualities of a human being, and emotional qualities that are expressed through his dialogue and his action. Thus, a character is not merely a person in a story, but he also has human characteristics, feelings, and moral value which are shown through his words and his attitude as in real life.

**2.1.2.2 Types of Character**

There are various types of character. Perrine (1974: 71) says that a character may be either static or dynamic. A static character is the one who changes little or who does not change at all. A static character stays the same at the end of the story as he was at the beginning. Meanwhile, a dynamic character is the one who is modified by actions and experiences. Hence, a dynamic character may undergo permanent changes in some aspects of his personality or outlook. The change of the character may be larger or smaller or may be better or worse as an important and basic thing.

Furthermore, Holman and Harmon (1976: 82) categorize character into two types. First, major character is the character that plays the most important role in a story. A major character becomes the focus of the story. He or she is the most frequently appearing character in the story from the beginning until the end. By the end of the story, usually, this character changes, but not always. On the other hand, a minor character takes a less important role in the story. He or she does not always appear in the story.

Forster as quoted by Roberts and Jacobs (1987: 121) classifies character into two kinds. The first is protagonist and the second is antagonist. The protagonist is the center of the actions and usually shows the human characteristic. Meanwhile, the
antagonist is the character in a story that moves against the protagonist.

However, Guth and Rico (1997: 70) categorize characters as flat characters and round characters. A flat character is a one-dimensional character which has a one-track personality. The readers can guess what this character will be or what this character will do because a flat character is usually simple. On the contrary, a round character has a combination of traits. This character usually undergoes changes in some aspect. The changes may be better or worse; smaller or larger.

2.1.3 Characterization

2.1.3.1 Definition of Characterization

Along with the word character is ‘characterization’. Murphy (1972: 161) defines characterization as the way in which an author attempts to make his characters understandable and come alive for his readers. Hence, the readers are able to visualize the characters as the author expected. Meanwhile, Roberts and Jacob (1987: 122) state that characterization is how character is disclosed in a story. It is the way the author conveys the information to make judgments about the qualities – the flatness or roundness – of the characters being revealed.

2.1.3.2 Methods of Characterization

There are some techniques which an author can use to make his characters understandable and come alive for the readers as he expected. Murphy (1972: 161-173) proposes methods of characterization to discern how an author conveys the characters and the personalities of the people he writes about. These methods are personal description, character as seen by another, speech, past life, conversation of others, reaction, direct comment, thought, and mannerisms.

The first method is personal description. Using this method, the author can describe a person’s appearance in terms of build, face, skin-colour, hair, and clothes in
order to describe the character. From this personal description, human character can be portrayed as a warrior, strong, cunning, blunt, etc.

The second method is character as seen by another. Instead of describing a character directly, the author can describe the character through the eyes and opinions of another in this way. The reader gets, as it were, a reflected image. This method can give the impressions of shape, cleanliness, firmness, smoothness, colour, etc.

The third method is speech. Using this technique, the author can give the readers an insight into the character as one of the persons in the book through what that person says. Whenever a person speaks, whenever he is in conversation with another, whenever he puts forward an opinion, he is giving us some clues to his character.

The fourth method is past life. Using this method the author can give us a clue to events that have helped to shape a person’s character by letting the reader learn something about a person’s past life. This can give the readers 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 thought, through his conversation or through the medium of another person.

The fifth method is through the conversation of others. Using this technique, the author can also give the readers clues to a person’s character through the conversations of other people and the things they say about him. People talk about other people and the things they say often give as a clue to the character of the person spoken about.

The sixth method is reactions. In this way, the author can also give the readers a clue to a person’s character by letting us know how that person reacts to various situations and events. For example, when a lady passes by. Someone may greet her while lifting his hat to show his politeness, while others may just keep standing still.
The seventh method is direct comment. In this technique the author can describe or comment on a person’s character directly. Usually the author gives his comments through the narrator’s eyes.

The eighth method is thoughts. Using this method, the author can give the readers knowledge of what a person is thinking about. In this respect, he is able to do what we cannot do in real life. He can tell the reader what different people are thinking. The reader, then, is in a privileged position; they have, as it were, a secret listening device plugged in to the inmost thoughts of a person in a novel.

The last method is mannerisms. In this way the author can describe the person’s mannerisms, habits, or idiosyncrasies which may also tell us something about his character. For example the habit of a character who always stands upright when he is talking to people with his hands under his coat tails, he seems to say, ‘Look at me; I am Mr. Ritchie the rich and proud man of business known by everyone in the city’.

From those nine methods, the author usually does not apply only one in describing the story, but he blends them skillfully to bring the reader into the stream of the narrative. Thus, the reader is usually unaware of the skill with which the author is revealing characters and personalities as piece by piece, so that the reader will tend to think of the author’s creations as real people.

2.1.4 Personality

According to Kalish (1973: 5), “Psychology is the science that attempts to understand, describe, predict, and to influence behaviour – particularly human behaviour”. In this study, I employ personality as the psychological theory to analyze the main character’s personality and how it changes because according to Pervin (1997: 3), personality is the part of the field of psychology that most considers people in their entirety as individuals and as complex beings. Thus, using personality as the
psychological theory is appropriate since it will help me in analyzing the novel.

A human being’s personality changes over the time. There are some underlying causes which make it change. Therefore, in this part I try to explain the definition of personality, factors determining someone’s personality, changes in personality and the influences on someone’s personality in order to get better comprehension about human personality.

2.1.4.1 Definition of Personality

The term “personality” comes from a Latin word that is “persona” which refers to “mask”. Among the Greeks, actors used a mask to hide their identity on stage. This dramatic technique was later adopted by the Romans to whom persona denoted as “one appears to others,” not as one actually is (Hurlock, 1974:6). Many psychologists try to define the meaning of personality. One of them, Kalish (1971: 52-53), states that personality is a dynamic organization of characteristic attributes leading to behaviour and distinguishing one individual from other individuals.

In psychology, a dynamic person is a person who is constantly changing. Personality as an organization means that personality is neither a single part nor a combination of many separated parts, but an organization or a “whole”. Characteristic refers to distinctive features of an individual which makes him different from other people. Behaviour is how a human being reacts to a situation. Hence, we can also say that personality is the changing and interrelating organization of distinctive features into a whole that leads a man to behave as he does and that makes him different from other people.

2.1.4.2 Factors Determining Someone’s Personality

Human personality is not shaped by itself. There are some factors determining one’s personality. According to Hurlock (1974: 143-380), there are eight factors which
establish someone’s personality. Those factors are physical determinants, intellectual determinants, emotional determinants, social determinants, aspirations and achievements, sex determinants, educational determinants, and family determinants.

The first sets of factors are physical determinants. Physical condition influences personality directly. It can be seen from his manner what he can and cannot do (activities), his energy level, and how he reacts to others (1974: 144). Indirectly, physical condition influences personality through the degree of satisfaction when he compares his physical ability and disability to others’ as a source of self-evaluation. This indirect influence is greater than the direct because physical appearance is a symbol of self by which others evaluate the person and by which he, in turn, evaluates himself (1974: 146).

The second sets of factors are intellectual determinants. Human intellect influences personality directly through the kind of life adjustments the individual makes to the environment, people, and himself. Indirectly, human intellect determines personality through the judgments others make of him on his intellectual achievements. People’s judgments of him, in turn, affect his evaluation of himself (1974: 173).

The third sets of factors are emotional determinants. Directly, the emotion affects the individual’s physical and mental functioning and his attitudes, interests, and values (1974: 203). Indirectly, emotional influences personality from social judgments based on how the person handles his emotions and from his ability to establish emotional relationships with others (1974: 203).

The fourth sets of factors are social determinants. Any social group wants its member to meet its expectations as a standard whether or not the group can accept him. Social judgments will be the basis for self-evaluation. Thus, the social group

The fifth sets of factors come from aspirations and achievement. Aspirations are the goals a person sets for himself. Aspirations may be positive (to achieve success), negative (to avoid failure), immediate (to achieve a goal in the near future), remote (to achieve a goal in the remote future), realistic (within the person’s capacity), or unrealistic (1974: 264-266). At all ages people are judged by comparing their achievements with those of their peers. A person may be satisfied with his achievements or dissatisfied with them. Dissatisfaction with his achievements because it falls below expectations affects the person unfavorably. It encourages him to become a compulsive worker in the hope of achieving his goal (1974: 276). Meanwhile, failure is damaging to personality because of unfavorable social judgments and self-evaluations. However, how severe failure will damage the personality depends on whether the person is judged to be a failure by others or only by himself (1974: 282).

The sixth sets of factors are sex determinants. What effect sex has on personality depends largely on the person’s attitudes and interest in his own sex and the opposite sex. Sexuality affects personality both directly and indirectly. The direct influence comes from the effects of the sex hormones which influence body form and functioning and the quality of the person’s behaviour (1974: 292). The indirect influence, which is greater than the direct, comes from three sources: the effect of cultural influences on the sex drive, the attitude of significant people and their treatment of the person because of his sexuality, and the molding of personality pattern to conform to a socially approved pattern of sex appropriateness (1974: 293).

The seventh sets of factors are educational determinants. Next to the home and parents, schools, colleges and teachers have the greatest influence on personality development because the children attend school during the early years of life when the
personality pattern is being formed. Educational institutions also give children their first opportunities to assess their strengths and weaknesses realistically. However, how great the educational institutions’ influence on personality development is largely determined by the children’s attitudes toward schools and colleges, his teachers, and toward the value of education (1974: 322-350).

The eighth sets of factors are family determinants. The relationship a person has with his family is unquestionably the most important factor in personality development at all ages. The direct influence of the family on personality development comes from the child training method used to mold the personality pattern and the communication of interests, attitudes, and value between family members (1974: 353). The indirect influence comes, first, from the person’s identification with a family member he admires, respects, and love and whom either conscious or unconsciously imitates, and second, from the mirror image the family members provide for him to use to evaluate himself (1974: 354).

Among the eight factors above, commonly, one’s individual personality is determined by more than one main factor. These cause one’s personality different from another. One’s personality may be mainly determined by his physic since he is dump for example. This physical determinant becomes the main factor which influences his personality. His physical condition will influence his personality directly and indirectly. He is not able to hear and listen like a normal person. His disability will result in dissatisfaction. Therefore, he will not have self-confidence and self-assurance. For this reason, his physical condition becomes the main personality determinant for him. On the other side, another person’s personality may be influenced by his intellect, education, family, or other determinants.
2.1.4.3 Changes in Personality

Rarely, is there a person who is so completely satisfied with his personality that he has no desire to change the personality for the better. He usually wants to improve his personality and that results in the changes in personality. There are two features in personality changes. They are characteristics of changes in personality and conditions responsible for personality change.

2.1.4.3.1 Characteristics of Changes in Personality

Hurlock (1974: 120-122) classifies changes in personality in three major categories. These characteristics are: better versus worse, qualitative versus quantitative, and slow versus rapid changes.

The first characteristic is better versus worse. Personality may change for the better when an individual is able to make adjustments of his personality at the time. Successful adjustment improves the self-concept, self-confidence, and self-assurance of the individual himself. On the other hand, personality may change for the worse when he fails to make adjustments. This failure may worsen the person’s self-concept and he will be inadequacy and inferiority. In normal people, personality frequently changes for the worse at puberty and middle age.

The second characteristic is quantitative versus qualitative. Qualitative changes replace the desirable ones with the undesirable ones or vice versa. However, there are some people who have endured changes qualitatively. Most of them endure quantitative changes. In quantitative changes, the characteristics that are already present are strengthened or weakened, and may create changes in personal self-concept, whether it is weakened or strengthened.

The third characteristic is slow versus rapid changes. Hurlock explains that changes are regarded as slow if they are barely observable, while rapid changes are
readily apparent to all. Normally, personality changes are slow and gradual. If the personality changes are rapid at any age, this becomes a dangerous signal.

The term ‘changes of personality’ which mean to alter or to vary personality is not synonymous with the term ‘improvement of personality’ because the characteristic of personality changes can be either for the better or for the worse. When one’s personality changes are considered as qualitative, the changes are usually also characterized as rapid changes. It is because in qualitative changes the characteristics that are already present are not strengthened or weakened, but are patterned as new characteristics which are clearly observable.

2.1.4.3.2 Conditions Responsible for Personality Change

Hurlock (1974: 124-129) states that changes in personality do not occur by themselves. There are many conditions responsible for the personality changes such as physical changes, changes in environment, changes in significant people, changes in social pressures, changes in roles, strong motivation, changes in self-concept, and psychotherapy.

Physical changes may come from maturation and decline from illness, injuries or some other conditions resulting from the person’s life pattern. When people are getting old, which is followed by the physical changes such as graying of the hair or loss of teeth, they will find it difficult to adjust into the new condition. Hence, those physical changes affect the person’s self-concept (1974: 124-125).

As the physical changes, changes in environment also affect the person’s self-concept and, in turn, affect his behaviour. However, changes in environment do not guarantee an improvement in personality. It depends on how well the person is accepted in the new environment and how well the new environment meets his need (1974: 125).
A person may know significant people whose changes influence his personality. When the significant people endure changes in their individual lives, and when he tries to adapt their pattern of behaviour and attitude, beliefs, values, and aspiration, changes in his personality pattern are inevitable (1974: 126).

In his life, a person must have roles. His role may change because of a change in age, economic conditions, and affiliation with a new group. If the role changes and results in a more favorable status, there will be a change for the better in the person’s self-concept. Whether or not these role changes are favorable, it depends on how well the new role fits his need and how the social group sees his new role as a higher prestige role or the lower one. Beside changes in roles, a personality pattern may also change when there is a strong motivation to improve it (1974:127).

Self-concept is the core of the personality pattern, which determines the kind of adjustment the person will make. Thus, a change in the self-concept will bring about a change in the entire personality pattern. In order to change the self-concept, a person must be able and willing to see himself as he actually is, not as he would like to be or as the others perceive him (1974:128).

Even though a person is strongly motivated, he may require psychotherapy from professionals to help him changing his self-concept, learning to think of himself in a new way, and breaking destructive habits. In doing the psychotherapy one’s personality is influenced by some factors such as the age of the person, the effects of early training and conflict at home, the type of person whether or not he can receive guidance, and environmental pressure (1974: 130).

The conditions that are responsible for the personality to change above may affect one’s personality for a long or a short period of time. It all depends on how the individual regards the change as a strong or weak influence and how important the
change for his life is. If the influence is strong, the change may persist for a long period of time and vice versa.

2.2 Criticism

*Tuesdays with Morrie* is a phenomenal bestseller which was written by an American writer, Mitch Albom in the 1990s. *Tuesdays with Morrie* is a biographical novel which tells a heartwarming story of Mitch's relationship with his college mentor, Morrie Schwartz, with whom Mitch has lost in touch for 16 years.

Most people like this book. They say that this is such a beautiful, touching and inspiring book. Moreover, this book has also changed millions of lives. Benjamin J. Hubbard (1997: ix), a teacher in California, says “After reading *Tuesdays with Morrie*, I understand again why I am a teacher. And I understood better that love and compassion for others is central to being human. This book has so enriched me.” The publisher of *Tuesdays with Morrie* shares his opinion, “*Tuesdays with Morrie* is a magical chronicle of Mitch Albom’s and Morrie Schwartz’s time together, through which Mitch shares Morrie's lasting gift to the world.” Meanwhile, Amy Tan (2006), the author of *The Joy Luck Club*, also gives her comments, “I love this book. I've been telling all my friends 'you have to read this.' Mitch Albom was given a wonderful gift from his teacher Morrie Schwartz and now he has the great pleasure of auditing the same class. This is a true story that shines and makes you forever warmed by its afterglow.”

2.3 Theoretical Framework

In order to answer the formulated problems, I apply some theories and an approach in this study. I use the theory of character and characterization to get a deeper understanding of the literary work. The nine methods of characterization proposed by
Murphy are also used to find out some of Mitch Albom’s characterization. From those nine methods, the author of Tuesdays with Morrie, Albom, only applies eight methods. Those are personal description, character as seen by another, speech, past life, reaction, direct comment, thought, and mannerisms.

The theory of personality is employed as well in order to analyze Mitch Albom’s personality changes including the underlying causes of the development and how it develops. I employ the personality theory of Elizabeth Hurlock as the main psychological reference. It includes the definition of personality, factors determining someone’s personality, characteristics of changes in personality, and conditions responsible for personality change. I also make use of the psychological approach proposed by Rohrberger and Wood Jr. Using this approach, I want to analyze the novel from a psychological perspective.
CHAPTER 3
METHODOLOGY

This chapter is divided into four main parts. The first part is the subject matter. It describes the novel, *Tuesdays with Morrie*, as the focus of the study. The second part explains the approach applied in this study. The third part is the procedure which tells the steps in writing this thesis. The last part is the source. It gives the information about the sources that I used in this study.

3.1 Subject Matter

The subject matter of this study is a biographical novel by an American writer named Mitch Albom. The novel is entitled *Tuesdays with Morrie* published in 1997 by Doubleday, a division of Random House Inc. in New York. The novel consists of 192 pages in 27 chapters. This novel was awarded as “The New York Times” best-seller. After five years in hardcover, it was released as a trade paperback in October 2002. It was re-released as a mass-market paperback by Anchor Books in January 2006. This edition has sold 11 million copies in print worldwide. *Tuesdays with Morrie* has been published in thirty-one languages in thirty-six countries. The story was later adapted into a television movie on 5 December 1999 (http://www.albom.com/morrie.htm accessed on July 2006).

*Tuesdays with Morrie* is a biographical novel which tells about personality development of the main character, Mitch Albom, who is influenced by his former professor named Morrie Schwartz. Morrie is Mitch’s favourite sociology professor at Brandeis University with whom Mitch promises to keep contact after graduation. He suffers from *Amyotrophic Lateral Sclerosis* (ALS) or Lou Gehrig’s disease that is a disease which attacks human’s muscles. Mitch has never seen Morrie since his
graduation for 16 years. Fortunately, they have one more chance to gather. Mitch visits Morrie every Tuesday. In these days, Morrie teaches some lessons entitled “The Meaning of Life”. He teaches Mitch about culture, regrets, death, family, money, marriage and many things which make Mitch realize that his money and achievements cannot buy love and happiness. Here, Mitch’s personality starts to change under the influence of Morrie. Mitch develops to be a loving and caring man to his wife and other people. After being separated for years with his brother, Peter, Mitch also tries to contact him to know his condition. His self-concept on love also changes. Moreover, his crying in the end of the story also has changed his concept that man’s crying is not okay.

I have chosen this novel because this novel is an interesting novel talking about the teacher-student relationship which is packaged beautifully. The author’s, Albom’s, language is very simple, but touching. I am interested in analyzing how a teacher can influence his student and change his student’s personality. At this point, I can see how important the role of a teacher in student’s personality development is.

3.2 Approach

The approach used in this study is the psychological approach, one of the five approaches proposed by Rohrberger and Woods Jr. (1971). This approach focuses on the human psychology. I make use of the psychological approach to analyze Mitch Albom’s personality before and after the changes. Using this approach, I try to find out what factor influences Mitch Albom’s personality changes, the condition responsible for his personality to change, and how his personality changes. The theory of psychology used in this study includes the theory of personality development from Hurlock’s. Hurlock’s theory helps me to analyze the personality development of Mitch Albom and the factor which influences it. The development itself can be observed
from the progress personality of Mitch Albom.

3.3 Procedures

The procedures in this study were the steps that were taken to do the analysis in order to answer the formulated problem. The first step was reading the novel of Mitch Albom’s *Tuesdays with Morrie* as the most important source. I tried to understand the content of the novel by reading the novel many times to gain information and a deeper comprehension of the novel.

The second step was formulating some problems that would be analyzed in which I am interested. I also tried to gather the data such as related theories to answer the formulated problem. Those data were taken from books and internet source. Those data were the theory of character and characterization, the theory of critical approach, and the theory of personality.

The third step was finding another data from the internet to get the criticism of Mitch Albom and his novel, *Tuesdays with Morrie*. In this step, I did not only adopt criticism from people in common, but also from other novelists, its publisher and also from teachers as the figure of Morrie.

The last step was applying the theories and the approach in order to find out the answers of the formulated problems, the personality of Mitch Albom as the character that would be the main focus of the analysis and how Morrie influences Mitch Albom’s personality.

3.4 Sources

In this study, I use both primary and secondary sources. Both sources are used as the main data in analyzing the novel. The novel of Mitch Albom’s, *Tuesdays with Morrie* is used as the primary source.
CHAPTER 4
ANALYSIS

This chapter discusses the answers of three formulated problems presented in the chapter one. The first analysis deals with the characterization of Mitch Albom as the main character. The second one is the description of Morrie Schwartz. The last is the analysis on the influence of Morrie Schwartz on Mitch Albom’s personality development. I would like to answer the formulated problems using the theories presented in chapter two.

4.1 The Characterization of Mitch

Character has various types. Holman and Harmon (1976: 82) categorize character into two types: major character and minor character. A major character is a character that plays the most important role in a story. A major character becomes the focus of the story. He or she is the most frequently appeared character in the story from the beginning until the end. Meanwhile, a minor character takes a less important role in the story. He or she does not always appear in the story. According to this theory, in Albom’s *Tuesdays with Morrie*, Mitch is categorized as the major character because Mitch plays the most important role in a story. He becomes the focus of the story as well. Compared to other characters, Mitch is the most frequently appeared character in the story from the beginning until the end. Hence, Mitch becomes the center character in the story as the major and protagonist character.

Another theory of character is proposed by Guth and Rico (1997: 70). Referring to their theory, Mitch is considered as a round character because he has the combination of realistic traits, which are complex and developed by the author. Mitch also undergoes changes in some aspects of personality after he meets Morrie and learns
about “The Meaning of Life” such as culture, regret, death, love, family, and many other things. Thus, regarding to Perrine’s theory of character (1974: 71), Mitch is portrayed as a dynamic character as well.

In order to find out how the author characterizes his character, Murphy’s theories of characterization (1972: 161-173) are applied. They are personal description, character as seen by another, speech, past life, conversation of others, reaction, direct comment, thought, and mannerisms. However, from those nine methods, the author only makes use some of them. They are personal description, character as seen by another, speech, past life, reaction, direct comment, thought, and mannerisms. Using these methods the author portrays Mitch Albom as:

4.1.1 Smart

Mitch Albom is described as a smart student. He is able to finish his high school one year earlier than his peers. He becomes the youngest student in the class when he attends Brandeis University. Hence, in order to hide his identity as a young student on campus, he wears old gray sweatshirts from a local gym while walking around with an unlit cigarette in his mouth, although he does not smoke.

It is my freshman year. Morrie is older than most of the teachers, and I am the younger than most of the student, having left high school a year early. To compensate for my youth on campus, I wear old gray sweatshirts and box in a local gym and walk around with unlit cigarette in my mouth, even though I do not smoke. (p.30)

Compared to his brother Peter, Mitch is also described to have good characteristics. One of those characteristics states that Mitch is a smart student. “….I was the good student, he was the bad; I was obedient; he broke the rules; I stayed away from drugs and alcohol, he tried everything you could ingest.” (p.95)

Morrie Schwartz, Mitch’s former teacher at Brandeis University, also confesses that Mitch is a clever student. On his graduation day, Mitch introduces his parents to
his favourite professor, Morrie. Afterwards, Morrie says to Mitch’s parents how Mitch takes every class he has taught. He tells them that Mitch is a special boy, which makes Mitch embarrassed. (p.4)

In addition, after Mitch gives Morrie a briefcase he bought one previous day, Morrie says to Mitch that he is one of Morrie’s good students from which we can infer that Mitch is a smart student. “Mitch, you are one of the good ones,” he says, admiring the briefcase. Then he hugs me’ (p.4)

Based on the proofs above, the author describes Mitch as a smart student who can be seen through the author’s direct comments and characters as seen by others.

4.1.2 Hard Working

Mitch Albom is described as a thirty-seven years old man who is very busy with his jobs. It is seen through Mitch’s personal description.

I was thirty-seven, more efficient than in college, tied to computers and modems and cell phones. I wrote articles about rich athletes who, for the most part, could not care less about people like me. (p.34)

Mitch becomes a workaholic because of his past life. He wants to be a well-known musician as a pianist, but he fails. For several years, he just plays music in empty nightclubs and he often joins bands that keep breaking up. His producer who seems interested in Mitch also breaks up his promise. His dream is just a dream.

The world, I discovered, was not all interested. I wandered around my early twenties, paying rent and reading classifies and wondering why the lights were not turning green on me. My dream was to be a famous musician (I played the piano), but after several years of dark, empty nightclubs, broken promises, bands that kept breaking up and producers who seemed excited about everyone but me, the dream soured. I was failing for the first time in my life (p.14).

Moreover, when Mitch has to face the death of his uncle whom Mitch idolizes very much he becomes more ambitious to be a successful man. Their relationship is just like a close friend. It is his uncle who has taught Mitch to play music, to drive, and to do many other things. They are so close. Unfortunately, fate says a different thing.
The uncle dies at the age of forty-four because of pancreatic cancer. Mitch feels deeply depressed.

At the same time, I had my first serious encounter with death. My favorite uncle, my mother’s brother, the man who had taught me music, taught me to drive, teased me about girls, thrown me a football – that one adult whom I targeted as a child and said, “That’s who I want to be when I grow up” – died of pancreatic cancer at the age of forty four. (p.15)

However, his uncle’s death gives a positive effect to him. After his death, Mitch decides not to play music at half-empty night clubs anymore. Instead, he goes back to school. He finishes his study and earns a master’s degree in journalism and takes the first job offered as a sports writer. This time, he does not want to waste the time since then time is very precious for him because he believes that he would suffer a similar disease.

From the day my uncle died, I believe I would suffer similar death, an untimely disease that would take me out. So I work at a feverish pace, and I braced myself for cancer. I could feel its breath. I knew it was coming. I waited for it the way a condemned man waits for the executioner. (p.96)

Then, he works very hard as he bounces around from a country to another. He is determined never to end up his life like his uncle. He wants to achieve many accomplishments and has a lot of money by which he thinks that he can control things and can get happiness. He wants to achieve them before he gets sick and finally dies like his uncle. Thus, his past has contributions to make him as a workaholic.

Instead, I buried myself in accomplishments, because with accomplishments, I believed I could control things, I could squeeze in every last piece of happiness before I got sick and died, like my uncle before me, which I figured was my natural fate (p.17).

As he is a workaholic, Mitch works without considering time. He works and works without feeling tired.

Instead of chasing my own fame, I wrote about famous athletes chasing theirs. I worked for newspaper and freelanced for magazines. I worked at pace that knew no hours, no limits. I would wake up in the morning, brush my teeth, and sit down at the typewriter in the same clothes I had slept in. (p.16)
After Mitch marries Janine, his work still becomes his first priority. One usually spends his days with his couple to have honeymoon or just spending his early weeks of marriage with his new lover. However, Mitch does not. A week after his wedding, he is back to work. He puts his priority on his jobs over his new wife (p.17).

That Mitch is a workaholic is also confirmed through his reaction. It is seen when Mitch visits Morrie at the first time after their long separation. Mitch is receiving a phone call from a producer to talk about their project. At the same time, he also holds a cup of coffee. He also listens to the car radio and his eyes always glance up at the clock because his return flight will be in few hours, to the house mailbox number to look for Morrie’s house. All of these show that Mitch is very busy with his job. He operates those five things at once as what he does his five media jobs at the same time.

As I turned the rental car onto Morrie’s Street in West Newton, a quiet suburb of Boston, I had a cup of coffee in one hand and a cellular phone between my ear and shoulder. I was talking to a TV producer about a piece we were doing. My eyes jumped from the digital clock – my return flight was in a few hours – to the mailbox number on the three-lined suburban street. The car radio was on, the all-new situation. This was how I operated, five things at once (p.26).

When Mitch’s car arrives in front of Morrie’s house, Morrie looks at the car and smile to the person inside. He hopes that the person will emerge from the car soon. As Morrie and Mitch have a close relationship, Mitch should stop his conversation with the producer and get out from the car immediately to see Morrie tightly. However, Mitch does not do so. Instead, he stops the engine and pretends to look for something as he sinks down off the seats. Then, he continues talking to the producer.

.... But Morrie, this new, withered version of a man I had once known so well, was smiling at the car, hands folded in his lap, waiting for me to emerge.
“Hey?” the producer said again. “Are you there?”
For the time we’d spent together, for all the kindness and patience Morrie had shown me when I was young, I should have dropped the phone and jumped from the car, run and held him and kissed him hello.
Instead, I killed the engine and sunk down off the seats, as if I were looking for something.
“Yeah, yeah, I’m here,” I whispered, and continued my conversation with the
TV producer until we were finished (p.27).

From this point, it becomes clearer that Mitch is a workaholic. He puts his job as the first priority over all other things including on the person he admires and respects, Morrie.

On another occasion, Mitch visits Morrie to talk about culture. Morrie says about most people’s culture that does not make them feel comfortable. Morrie also talks about his culture by spending most of his time with the people he loves. On the contrary, Mitch has built his own culture, “working”. He works hard for five media, so that he does not have enough time to spend with those whom Mitch loves. It shows that Mitch is a workaholic since he has chosen “working” as his own culture.

I had also developed my own culture, Work. I did four or five media jobs in England, juggling them like a clown. I spent eight hours a day on a computer, feeding my stories back to the States. Then I did TV pieces, traveling with a crew throughout parts of London, I also phoned on radio reports every morning and afternoon. This was not an abnormal load. Over the years, I had taken labor as my companion and had moved everything else to the side (43).

At another moment, when Morrie and Mitch are talking about death, Morrie tells him about a Buddhist who has a little bird on his shoulders. Everyday the bird asks him whether or not today is his death day and asks whether he has done all the things he needs to do or not. Finally, it asks whether or not he has been a person he wants to be. Morrie thinks that Mitch has strong ambition to work, so that Mitch does not listen to a bird on his shoulder. All he wants is just working, working, and working.

“Mitch. Can I tell you something?”
Of course, I said.
“You might not like it.”
Why not?
“Well, the truth is, if you really listen to the bird on your shoulder, if you accept that you can die at any time – then you might not be as ambitious as you are,”
I forced a small grind (p.83).
Through Mitch’s personal description, his past life, the author’s direct comment, his reaction, and the character as seen by others above, it is clear that Mitch is described as a workaholic.

4.1.3 Boastful

Mitch is also characterized as a boastful man. On the graduation day, Mitch promises Morrie that they will keep in touch. ‘He asks if I will stay in touch, and without hesitation I say, “Of course.”’ (p.4)

However, Mitch does not keep his promise. He disappears for years without any reasons or explanations that Morrie knows.

At this point, I should explain what had happened to me since that summer day when I last hugged my dear and wise professor, and promised to keep in touch. I did not keep in touch (p.14).

Mitch does not only lie to his admired teacher, but also to the woman that he has married for years, Janine. He promises to her that one day they will build a happy family together, something that Janine wants very much. In fact, he breaks up his promise again. He never builds up a family. For years after their marriage, he never makes Janine’s dream come true.

I met a dark-haired woman named Janine who somehow loved me despite my schedule and the constant absences. We married after a seven-year courtship. I was back to work a week after the wedding. I told her – and myself – that we would one day start a family, something she wanted very much. But that day never came (p.17).

Not only Morrie and Janine have got Mitch’s broken promises, but also he does the same thing to himself. When Morrie asks some questions to Mitch, questions on what Mitch has got after he graduates from college, suddenly Mitch remembers his promise to himself. He promises himself that he would never work for money. He would join the Peace Corps and live in beautiful, inspirational places. Mitch has broken up his own promise to himself as now he is working for five jobs chasing
money and achievements.

Yet here was Morrie talking with the wonder of our college years, as if I’d simply been on a long vacation.
“Have you found someone to share your heart with?” he asked.
“Are you giving to your community?”
“Are you trying to be as human as you can be?”
I squirmed, wanting to show I had been grappling deeply with such questions. *What happened to me?* I once promised myself I would never work for money, that I would join the Peace Corps, that I would live in beautiful, inspirational places (p.34).

When Mitch visits Morrie for the first time after years, Mitch’s reaction still lies to Morrie. When Mitch’s rental car arrives in front of Morrie’s house, he suddenly stops his car and Morrie stares at Mitch’s car and he smiles at the car. However, Mitch does not get out of his car. On the contrary, he stops the engine and sinks down off the seat, pretending to for something. After finishing his conversation with the producer with whom Mitch talks on the phone, Mitch comes up to see Morrie. He holds Morrie tightly and lies that he cannot get off immediately from his car because he has to search for his key (pp.27-28).

Based on the author’s direct comment, Mitch’s speech, thought, and reaction, it can be concluded that Mitch is a boastful man. He does not only lie to Morrie as his admired teacher and Janine as his beloved wife, but he also lies to himself.

4.1.4 Arrogant and Greedy

A part of the novel tells when Mitch is jobless. He is very poor. Then, he goes back to study in journalism. After that Mitch works for five jobs concerning to the last education. From those jobs, he is able to earn a lot of money that makes him rich. He stops renting and starts buying things. Furthermore, he affords to buy a house on a hill, cars, and he invests in stocks and builds a portfolio.

I stopped renting. I started buying. I bought a house on a hill. I bought cars. I invested in stocks and built a portfolio. I was cranked to a fifth gear, and everything I did, I did on deadline. I exercised like a demon. I drove my car at breakneck speed. I make more money than I had figured to see. (p.16)
However, his success and achievements makes him blind. He becomes arrogant. If there are letters from his alma mater, Brandeis University, he never responds. On the contrary, he throws them away. He figures that they just want to ask some amount of money though, in fact, he does not know.

Over the years, I threw away any mail that came from Brandeis University, figuring they were only asking for money. So I did not know of Morrie’s illness. The people who might have told me were long forgotten, their phone numbers buried in some packed-away box in the attic (p.17).

Along with Mitch’s wealth and arrogance, Mitch’s greediness also appears. He is very busy doing his five jobs altogether, but he always feel dissatisfied with his jobs. “My days were full, yet I remained, much the time, unsatisfied.” (p.34)

This greediness makes Mitch to have a greater extent of being a workaholic. Without satisfaction, he always tries to chase money and achievements.

4.2 The Description of Morrie Schwartz

4.2.1 Old and Dying

Morrie loves dancing very much. When he is still healthy, he uses to go to Harvard Square every Wednesday night for dancing in the crowd. Whatever kind of music is played, it would always be suitable for him to dance (p. 5). He also likes swimming. He used to do those activities whenever he has his spare time until a deadly disease forces him to stop. One day, Morrie and Charlotte go to a neurologist’s office. After the neurologist examines, he judges that Morrie is suffering from *Amyotrophic Lateral Sclerosis* (ALS) or Lou Gehrig’s disease that is a disease which attacks human’s muscles (p.7).

Morrie Schwartz is also described as an old man. He is about seventy eight years of age (p.116). His hair is thin and almost white. His face is also skinny and bony. At the first time Mitch sees Morrie, he comments, “I had not seen him in sixteen
years. His hair was thinner, nearly white, and his face was gaunt” (p.27)

Morrie has married Charlotte and has got two sons, Rob and Jon. He is a professor of sociology at Brandeis University. He has taught Social Psychology for about 20 years before finally he resigns. Mitch is one of his students at Brandeis University. After 16 years separation, incidentally Mitch sees Morrie. For this long time, Mitch notices that Morrie has endured many changes. He observes that Morrie’s eyes are more sunken than before. Morrie’s cheekbones are also more visible. These make him look much older.

His eyes were more sunken than I remembered them, and his cheekbones more pronounced. This gave him a harsher, older look – until he smiled, of course, and the sagging cheeks gathered up like curtains (p.29).

Furthermore, when Mitch is having a lunch with Morrie he observes Morrie’s physical appearance. He is weak and has wrinkled skin. This human nature cannot lie one’s age. Morrie becomes a weak old man.

…I watched him now, his hands working gingerly, as if he were learning to use them for the very first time. He could not press down hard with a knife. His fingers shook. Each bite was a struggle; he chewed the food finely before swallowing, and sometimes it slid out the sides of his lips, so that he had to put down what he was holding to dab his face with a napkin. The skin from his wrist to his knuckles was dotted with age spots, and it was loose, like skin hanging from a chicken soup bone (p.35).

Based on Morrie’s personal description and character as seen by another, it is clear that Morrie is characterized as an old man of seventy-eight who is dying because of ALS.

4.2.2 Tough

Although Morrie is an old man and suffering from a deadly illness, he does not give up. He is a tough man. When a doctor states that he is suffering from ALS, he is shocked. However, he does not regret his fate. On the contrary, Morrie keeps fighting against his illness and he never gives up. Indeed, he is an old dying man, but he has a
thought that ‘dying’ is not the same as ‘useless’ and he wants to prove it.

For all that was happening to him, his voice was strong and inviting, and his mind was vibrating with a million thoughts. He was intent on proving that the word “dying” was not synonymous with “useless” (12).

Although death is in front of his eyes, Morrie wants to keep surviving to do his best for others. Since the doctor judges his illness, he is never late to consume the medicines. When he cannot move his legs anymore, he asks some massage specialists to massage his legs, so that it will make them relaxed and to train him walking. Although is impossible for Morrie to recover, but he is doing his best to face his death.

Day by day, Morrie’s health is getting worse. He is not able to stand all alone anymore now because his legs are numb. Therefore, he uses a wheelchair. When he is eating, he also begins to cough. However, this worsened condition does not make him give up or depressed. On the contrary, he is able to produce beautiful ideas which he writes on any kinds of papers.

Morrie was in a wheelchair full-time now, getting used to helpers lifting him like a heavy sack from the chair to the bed and the bed to the chair. He had begun to cough while eating, and chewing was a chore. His legs were dead; he would never walk again. Yet he refused to be depressed. Instead, Morrie had become a lightning of ideas. He jotted down his thought on yellow pads, envelopes, folders, scrap paper (p.18).

Suffering from a deadly illness can be a nightmare or endless sadness for people. Sometimes Morrie mourns for himself until he cries, but he is not buried in that sadness. He has a strong will to survive.

“There are some mornings when I cry and cry and mourn for myself. Some mornings, I’m so angry and bitter. But it doesn’t last too long. Then I get up and say, ‘I want to live…” “So far, I’ve been able to do it. Will I be able to continue? I don’t know. But I’m betting on myself that I will” (pp.21-22).

Morrie does not feel pity for himself. Instead, he always keeps on struggling against the disease. However, his struggle sometimes makes others such as Mitch take a pity
on him.

I was astonished by his complete lack of self-pity. Morrie, who could no longer
dance, swim, bathe, or walk; Morrie, who could no longer answer his own
door, dry himself after a shower, or even roll over in bed. How could he be so
accepting? I watched him struggle with his fork, picking at a piece of tomato,
missing it the first two times – a pathetic scene,…” (p.36).

Morrie’s illness has weakened his body, but not his mind and feeling. On the
contrary, he becomes a tough man. His weak body does not weaken his spirit, but
strengthens it. Once, when Mitch visits him, Morrie tells that death is in front of his
eyes, but he is not scared. His smile says that he is a tough man.

With each visit, Morrie seemed to be melting into his chair, his spine taking on
its shape. Still, every morning he insisted on being on being lifted from the bed
and wheeled to his study, deposited there among his books and papers and
hibiscus plant on the windowsill. In typical fashion, he found something
philosophical in this.
“I sum it up in my newest aphorism,” he said.
Let me hear it.
“When you’re in bed, you’re dead.”
He smiled. Only Morrie could smile at something like that (p.131).

As a conclusion, Morrie is portrayed as a tough man through the author’s direct
comment, Morrie’s reaction, his mannerism, and through Mitch’s view.

4.2.3 Wise

As an old dying man, Morrie’s wisdom grows along with his age and his
coming death. When he is judged that he suffers from a deadly illness, immediately he
decides to spend his rest of life to share his knowledge and to give lessons to all
people. He wants people to learn with him as his final project.

Morrie’s doctor guessed he had two years left.
Morrie knew it was less.
But my old professor had made a profound decision, one he began to construct
the day he came out to the doctor’s office with a sword hanging over his head.
Do I wither up and disappear, or do I make the best of my time left? he asked
himself.
He would not wither. He would not be ashamed of dying.
Instead, he would make death his final project, the center point of his days.
Since everyone was going to die, he could be of great value, right? He could be
research. A human textbook. *Study me in my slow and patient demise. Watch what happens to me. Learn with me* (p.10).

Morrie’s wisdom is also seen through his manner when he tells his students that he may be unable to finish the course in the semester. He gives freedom for them to drop the course. It is a wise decision for both the students and Morrie.

“My friends, I assume you are all here for the Social Psychology class. I have been teaching this course for twenty years, and this is the first time I can say there is a risk in taking it, because I have a fatal illness. I may not live to finish the semester.

“If you feel this is a problem, I understand if you wish to drop the course.” He smiled (p.9).

Morrie also shows his wisdom when he gets a phone call. When he is talking to Mitch, suddenly a phone rings. Connie, his nurse, says to Morrie that he gets a phone call. However, Morrie asks her to tell the caller to call him later. This is a wise decision because he does not want anyone to disturb his conversation with Mitch. He really appreciates Mitch’s visit since he arrives from far away just to visit him.

The phone rang again.

“Morrie, can you talk?” Connie asked.

“I’m visiting with my old pal now,” he announced. “Let them call back” (p.33).

Morrie’s wisdom can also be seen when he faces a problem in the university. At that time, the professors of Brandeis University are confused by a rule; the students who cannot pass an average grade will be sent to the military exercise for the Vietnam War. The professors do not know what to do. However, Morrie has a wise solution. Since Morrie supports the antiwar, he does not want his students to be sent to the military exercise for the war. Thus, he gives them all “A’s” and so do the other professors.

“...When the professors learned that students who did not maintain a certain point grade average could lose their deferments and be drafted, they decided not to give any grades. When the administration said, “If you don’t give these students grades, they will all fail,” Morrie had a solution: “Let’s give them all A’s.” And they did (p.111).
It is also described that Morrie always makes an agreement before he does something which concerns others. Once, he asks Connie’s agreement whether or not she will wipe Morrie’s bottom since he cannot do that by himself any longer. By asking Connie’s willingness, it shows that Morrie is wise enough. He does not want to force anyone to do something that they actually do not want to.

Morrie lost his battle. Someone was now wiping his behind. He faced this with typically brave acceptance. No longer able to reach behind him when he used the commode, he informs Connie of his latest limitation. “Would you be embarrassed to do it for me?” She said no. I found it typical that he asked her first (p.115).

Referring to Morrie’s mannerism, reaction, and speech, the author describes Morrie as a wise person.

4.2.4 Modest

Morrie is portrayed as a modest man as well. From the way he dresses, no one knows that he is a prominent doctor of sociology, with years of experiences as a college professor with several well-respected books.

He used to go to this church in Harvard Square every Wednesday night for something called “Dance Free.” They had flashing lights and booming speakers and Morrie would wander in among the mostly student crowd, wearing a white T-shirt and black sweatpants and a towel around his neck, and whatever music was playing, that’s the music to which he danced (p.5).

On one occasion, when he has a first interview with Ted Koppel, he does not want to wear beautiful clothes that will make him look luxurious in front of the camera. He wants to be the way he really is. Hence, he only wears a shaggy gray sweater. This attitude reflects his modesty.

Soon the cameras were rolling in front of the living room fireplace, with Koppel in his crisp blue suit and Morrie in his shaggy gray sweater. He had refused fancy clothes or makeup for this interview. His philosophy was that death should not be embarrassing; he was not about to powder its nose (p.21).

During the third interview with Ted Koppel, Morrie looks more modest. The
clothes he is wearing are the clothes that he wore on the previous day. Morrie does not want to change them. He wants to look as he really is.

For the interview, which took place on a Friday afternoon, Morrie wore the same shirt he’d have on the day before. He changed shirts he’d had on the day before. He changed shirts only every other day at this point, and this was not the other day, so why break routine? (p.160)

Morrie’s personal description, manner, and reaction above show that Morrie is a modest person. He wants people to see him that way and the author has successfully described it.

4.2.5 Devoted

Morrie is also characterized as a person who is willing to devote his best for others. Although he is sick and it is very hard for him to come to Brandeis University, he does not want to skip his last class. He wants to announce to his students by himself that he will not be able to teach anymore.

In the fall of 1994, Morrie came to the hilly Brandeis campus to teach his final college course. He could have skipped this, of course. The university would have understood. Why suffer in front of so many people? Stay at home. Get your affairs in order. But the idea of quitting did not occur to Morrie. Instead, he hobbled into the classroom, his home for more that thirty years. Because of the cane, he took a while to reach the chair. Finally, he sat down, dropped his glasses off his nose, and looked out at the young faces who stared black in silence (p.9).

When Morrie knows that one of his colleagues at Brandeis dies, he goes to his funeral. At that time, he is already using a wheelchair which means that his condition is not good. However, he still goes there and it shows how he respects his friend.

He was using a wheelchair now, and he was fighting time to say all the things he wanted to say to all the people he loved. When a colleague at Brandeis died suddenly of a heart attack, Morrie went to his funeral (p.12).

According to Morrie’s mannerism above, the author describes Morrie as someone who is willing to devote himself to others.
4.3 The Influence of Morrie on Mitch Albom’s Personality Development

This part analyzes how Mitch’s personality develops and what factors influence his personality to develop. The theories related to personality changes which have been presented in chapter two are also applied to find out Mitch Albom’s personality development.

Human personality may be determined by some factors. Hurlock (1974: 143-380) says that there are eight factors which can establish someone’s personality. Those factors are educational determinants, family determinants, sex determinants, aspirations and achievements, social determinants, emotional determinants, intellectual determinants, and physical determinants. From these factors, Mitch’s personality is established mainly by aspirations and achievement. His aspiration comes from his uncle who dies because of pancreatic cancer. Mitch believes that someday he will also suffer from the same disease. Hence, Mitch works very hard until he becomes workaholic. He does not want to die before he gets things that he wants; money and achievements. Referring to the theory of Hurlock (1974: 265), Mitch’s aspiration is considered negative aspiration because he wants to avoid failure.

A person may have significant people who may influence his personality. When the significant people endure changes in their individual’s life, and when he tries to adapt their pattern of behaviour and attitude, beliefs, values, and aspiration, changes in his personality pattern are inevitable (Hurlock, 1974: 126). At this point, Mitch’s significant person who influences his personality is his teacher at Brandeis University, Morrie Schwartz. After sixteen years separation, they have a chance to meet. At this time, Morrie gives some lessons about “The Meaning of Life” to Mitch. During this encounter, Morrie causes Mitch’s personality to change. Because of these lessons and his action as a good model, Mitch’s personality gradually changes. How Morrie
influences Mitch’s personality changes are analyzed as follows:

4.3.1 Morrie’s Influence on Mitch’s Wisdom

Mitch is not wise at the beginning of the story. As he is a workaholic, he always puts his first priority on his work. Moreover, when Mitch visits Morrie for the first time, he does something which is not wise. Arriving at Morrie’s house, Mitch prefers continuing his business with the producer rather than getting out from the car immediately to see Morrie (p.27).

His first visit to Morrie causes Mitch to always remember Morrie. He recognizes that Morrie’s house is furnished with a Japanese maple and hardwood floor and it is a place where Morrie’s time is spent with his loved ones. Mitch compares it to his time to work. He is so envious with Morrie. Morrie’s words also haunt him. Morrie gives his first lesson about culture. He says that mostly American culture does not make people feel comfortable.

I remembered what Morrie said during our visit: “The culture we have does not make people feel good about themselves. And you have to be strong enough to say if the culture doesn’t work, don’t buy it.” (p.42)

Mitch always remembers these words. He also remembers what he has done. Hard working becomes his culture. His ambition of having a lot of money and achievements makes him just think about worldly pleasures. He remembers the day when he is in London to report the world’s premier tennis competition in Wimbledon. He is very amazed because in London the crowd never boos and no one is drunk in the parking lot. However, outside the gate are newsstands that sell a half-dozen of colourful British tabloids, featuring photos of topless women, paparazzi pictures of the royal family, horoscopes, lottery contest and many other things. Mitch usually buys these tabloids.

People scooped up these tabloids, devoured their gossip, and on previous trips to England, I had always done the same. But now, for some reason, I found
myself thinking about Morrie whenever I read anything silly or mindless. (p.41)

On another occasion when Mitch is visiting Morrie, Morrie does a wise thing that Mitch imitates later on. At that time, Morrie gets a phone call. However, he really appreciates Mitch’s visit. Thus, he asks his nurse, Connie, to tell the caller to call back later since he is visiting his old pal (p.33).

This wise act makes Mitch feel very appreciated. Yet, he does not understand why Morrie receives him so warmly. Feeling so touched and appreciated of Morrie’s wisdom, Mitch imitates the same manner. Mitch who always puts his first priority on his job now changes it. When he comes back on the following Tuesday, he does not bring a cellular phone for the rides from the air port anymore. He does not let his business disturb him with Morrie like his first visit. When he is with Morrie, he wants to be really with Morrie without thinking about his business.

…But I seemed to slip into a time warp when I visited Morrie, and I like myself better when I was there. I no longer rented a cellular phone for the rides from the air port. Let them wait, I told myself, mimicking Morrie. (p.55)

The points above show that Mitch has changed. He does not do his habit to read the tabloids which are useless. Morrie’s wisdom also influences Mitch to be wiser. Mitch has changed from someone who usually puts his priority on work to the one who puts Morrie, someone he loves, as his priority during his visit.

Based on the analysis above, we can conclude that Morrie has influenced Mitch’s personality through his interaction with Mitch, his lessons, and through his advice to Mitch. Morrie’s wisdom also influences Mitch to be wiser. Mitch develops from someone who is a workaholic that leads him to be a selfish man to become the one who is able to put a priority among others correctly. Referring to the theory of Hurlock (1974: 120-122) about the characteristics of personality changes, Mitch’s personality change is categorized as a better change. It is because he successfully
makes an adjustment from someone who is selfish to be the one who is able to make a priority wisely. Mitch’s change is also characterized as quantitative and rapid change. It is quantitative because Mitch’s characteristic is not replaced by the new one, but his existing characteristic as a workaholic weakens and his wisdom grows up. Mitch’s personality is considered as rapid change since the change is observable. Mitch’s personality changes happen and are readily apparent to all by the proofs given in the analysis above. In addition, it becomes more observable since Mitch’s personality change happens in a short period of time during his encounter with Morrie within a few weeks.

4.3.2 Morrie’s Influence on Mitch’s Self-Concepts

The self-concept of each individual is different and very personal. The self-concept of someone is strong in common. Hurlock (1974: 120) also says that the self-concept is relatively stable and is unlikely to change. However, she also says that the core of the pattern and the self-concept can change if the person perceives shifts in the attitude and treatment of significant people in his life. In this novel, Mitch has two significant self-concepts. They are the concept of love and the concept that men do not cry. Morrie identifies these self-concepts in Mitch. Morrie’s characteristics are indirectly influence Mitch’s personality. Since Morrie is a very significant person for Mitch, Morrie influences Mitch’s self-concept. The following analyses show that Mitch’s self-concepts change because of Morrie.

4.3.2.1 On Mitch’s Self-Concept of Happiness and Love

As stated before that Mitch wants to get a lot of money and achievements before he dies like his uncle. He thinks that money and many achievements will make him happy. Thus, he becomes workaholic. He even works for five jobs.

Instead, I buried myself in accomplishments, because with accomplishments, I
believed I could control things, I could squeeze in every last piece of happiness before I got sick and died, like my uncle before me, which I figured was my natural fate (p.17).

However, he meets Morrie after sixteen years. Then, they arrange a class every Tuesday. During these Tuesdays, Mitch gets many lessons from him. Morrie teaches Mitch about many things especially about love and happiness. Morrie asks whether or not Mitch has devoted himself for love because when Mitch and Morrie are still in Brandeis University, Mitch says that he will not work for money, but love.

Yet, here was Morrie talking with the wonder of our college years, as if I’d simply been on a long vacation.

“Have you found someone to share your heart with?” he asked.
“Are you giving to your community?
“Are you at peace with yourself?
“Are you trying to as human as you can be?
I squirmed, wanting to show I had been grappling deeply with such questions.

What happened to me? I once promised myself I would never work for money, that I would join the Peace Corps, that I would live in beautiful, inspirational places. (p.34)

These questions make Mitch remember what he has said. He will work for love and devotes himself for love. In fact, he becomes a workaholic that he forgets of what he has said. Then, he also remembers Morrie’s lesson in university. The lesson is about love. Morrie knows that although love needs sacrifice, people will do for that. Therefore, he says that love always wins.

“Have I told you about the tension of opposites?” he says.
The tension of opposites?
“Life is a series of pulls back and forth. You want to do one thing, but you are bound to do something else. Something hurts you, yet you know it shouldn’t. You take certain things for granted, even when you know you should never take anything for granted.
“A tension of opposites, like a pull on a rubber band. And most of us live somewhere in the middle.”

Sounds like a wrestling match, I say.
“A wrestling match.” He laughs. “Yes, you could describe life that way.”
So which side wins, I ask?
“Which side wins?”
He smiles at me, the crinkled eyes, the crooked teeth.
“Love wins. Love always wins.” (p.40)

One day, Mitch sees some reporters who ambitiously chase a very famous celebrity and suddenly one of them crushes against Mitch. The reporter prefers observing his expensive camera firstly rather than saying sorry to Mitch. Looking at those people, Mitch remembers Morrie’s lesson that many people have a meaningless life because they chase wrong things. According to Morrie, the things that will make life meaningful is by devoting themselves to loving others, devoting themselves to their community around them, and devoting themselves to creating something that gives them purpose and meaning. Mitch agrees with his words and he also realizes that his jobs are not such words. What Morrie wants to say is that love is more important than anything else.

On one particularly crazy day, a crush of reporters had tries to chase down Andre Agassi and his famous girlfriend, Brook Shields, and I gotten knocked over by a British photographer who barely muttered “Sorry” before sweeping past, his huge metal lenses strapped around his neck. I thought of something else Morrie had told me: “So many people walk around with a meaningless life. They seem half-sleep, even when they are busy doing things they think are important. This is because they're chasing the wrong things. The way you get meaning into your life is to devote yourself to loving others, devote yourself to your community around you, and devote yourself to creating something that gives you purpose and meaning.”

I knew he was right.
Not that I did anything about it. (pp.43-44)

Mitch also learns a lesson when Morrie warns him that money is not the most important thing. Morrie also advises Mitch to be a “fully human” where he has to mingle with the society around him. He teaches Mitch to love others.

Each time we talk, he listens to me ramble, then he tries to pass on some sort of life lesson. He warns me that money is not the most important thing, contrary to the popular view on campus. He tells me I need to be a “fully human.” He speaks of the alienation of youth and the need for “connectedness” with the society around me. Some of these things I understand, some I do not. It makes no difference. The discussions give me an excuse to talk to him, fatherly conversations I cannot have with my own father, who would like me to be a lawyer. (pp.46-47)
On another occasion, Morrie gives a lesson about human needs and human wants. Human beings need food, but they want chocolate sundae. Human needs a house for shelter, but not the biggest house. In this point, Morrie describes how dissatisfaction brings into greediness. He says that someone will achieve satisfaction if he/she can offer something meaningful. He advises Mitch to devote himself for others by doing a small thing for them, for the community around him, and for their welfare. At this point, Morrie’s modesty tries to influence Mitch’s concept.

“There are plenty of places to do this. You don’t need to have a big talent. There are lonely people in hospitals and shelters who only want some companionship. You play cards a lonely older man and you find new respect for yourself, because you are needed. “Remember what I said about finding a meaningful life? I wrote it down, but now I can recite it: Devote yourself for loving others, devote yourself to your community around you, and devote yourself to creating something that gives you purpose and meaning. “You notice,” he added grinning, “There’s nothing in there about a salary.” (p.127)

Morrie also teaches him a lesson about love to family. He says that family becomes an important thing of life. The importance of love to the family will be very clear when someone is sick. He/she will get love, care, and concern from his/her family. Thus, love is very important that he wants Mitch to be aware of.

“The fact is, there is no foundation, no secure ground, upon which people stand today if it isn’t the family. It’s become quite clear to me as I’ve been sick. If you don’t have the support and love and caring and concern that you get from a family, you don’t have much at all. Love is so supremely important. As our great poet Auden said, “Love each other or perish.” “Love each other or perish,” I wrote it down. Auden said that? “Love each other or perish,” Morrie said. “It’s good, no? And it’s true. Without love, we are birds with broken wings. (pp.91-92)

Morrie’s characteristics as a wise and modest person indirectly influence Mitch’s self-concept to change. Mitch who is a workaholic and who always thinks about money and achievements develops to be someone who does many charities to help others, to devote himself for others, and to love and care others. He wants to make
his life meaningful.

It is also described in the novel that Morrie tells Mitch about family. He says that a family does not only give love, but a family will also make a person realize that there is someone who always watches out for him/her. This role of a family cannot be replaced by any other thing such as money, fame, even jobs.

“This is a part of what a family is about, not just love, but letting others know there’s someone who is watching out for them. It’s what I miss so much when my mother died – what I call ‘spiritual security’ – knowing that your family will be there watching out for you. Nothing else will give you that. Not money. Not fame.”
He shot me a look.
“Not work,” he added. (p.92)

All lessons and advice about love and family that Morrie has given to Mitch are not a waste because finally they are able to change Mitch.

On the fifth Tuesday, Morrie talks a lot about family with Mitch. He teaches Mitch how precious a family is. Then, before visiting Morrie on the tenth Tuesday, Mitch calls Morrie. At that time, Morrie also wants to speak with Janine. Morrie asks Janine to come with Mitch on the tenth Tuesday. On that Tuesday, Mitch visits Morrie with Janine. Morrie talks a lot with Janine. Morrie talks about his experience when he teaches in Detroit. He even asks Janine to sing for Morrie since she is a professional singer (pp.143-147).

By letting Janine to come with Mitch, it becomes a small proof that Mitch has changed since he considers the existence of his wife. When they arrive at Morrie’s house, Morrie also wants to convince Mitch that his coming with Janine is a correct decision. When he talks a lot about his teaching experience in Detroit and asks Janine to sing, Morrie actually wants to ask Mitch that he should care for Janine besides his jobs. He wants to make Mitch realize that Janine is a good wife and a part of Mitch’s precious family.
Soon after Morrie’s death, Mitch also tries to contact his brother Peter. He tells Peter how he loves him and how he is very precious to him that he does not want to lose him.

Not long after Morrie’s death, I reach my brother in Spain. We had long talk. I told him I respected his distance, and that all I wanted is to be in touch – in the present, not just the past – to hold him in my life as much as he could let me.
“You’re my only brother,” I said. “I don’t want to lose you. I love you.” I had never said such thing to him before. (p.191)

Mitch’s attitude towards his wife and his brother above shows that Morrie has influenced Mitch’s concept of happiness. Mitch who firstly does not care for his wife and his only brother Peter turns to care for them. He even says that he loves Peter, the words that Mitch has never said before. It shows that Morrie has influenced Mitch’s self-concept of happiness. Morrie makes Mitch realize that it is not money and achievement that will make him happy, but love.

As a conclusion, Morrie has influenced Mitch’s self-concept of happiness and love through his interaction with Mitch, his lessons, and through his advice to Mitch. Mitch does not see happiness as having a lot of money and achieving many accomplishments anymore, but love makes him rich. Based on the theory of Hurlock (1974: 120-122) about the characteristics of personality changes, Mitch’s personality change is categorized as a better change. It is because he is able to change his self-concept better from someone who sees money and achievements as the means of happiness to the one who views love as peak the top of happiness. Mitch’s change is also characterized as qualitative and rapid change. It is qualitative because Mitch’s self-concept is replaced by the new one. At the beginning, Mitch views that having a lot of money and many achievements will make him happy. Yet, this concept changes that is love the only one thing that will make him happy. Mitch’s change of self-concept is considered as a rapid change since the change is obvious and happens in a
few months.

4.3.2.2 On Mitch’s Self-Concept that Men do not Cry

Mitch believes that men do not cry. On the contrary Morrie often cries. He often cries when he feels touched and there are many things can touch his feeling. Moreover, after he suffers from ALS, he becomes sensitive. Many times Morrie shows Mitch that he is crying. On one occasion, Mitch asks Morrie why he still reads newspapers and why he still cares about what happens in the world since he will not live for longer time. Then, Morrie says that by knowing what is happening in this world, he feels closer to people who are suffering like the Bosnians who become the innocent victims. Feeling so touched Morrie cries.

He sighed. Maybe you’re right. Maybe I shouldn’t care. After all, I won’t be around to see how it all turns out.

“But it’s hard to explain, Mitch. Now that I’m suffering, I feel closer to people who suffer than I ever did before. The other night, on TV, I saw people in Bosnia running across the street, getting fired upon, killed, innocent victims…and I just started to cry. I feel their anguish as if it were my own. I don’t know any of these people. But—how can I put this?—I’m almost…drawn to them.”

His eyes got moist, and I tried to change the subject, but he dabbed his face and waved me off.

“I cry all the time now,” he said. “Never mind.” (pp.50-51)

This shows that he wants to show Mitch that men are okay to cry. He makes himself as an example of man who is crying.

This also impresses and touches Mitch. How he can cry for people who he does not know. Mitch has covered many stories of dead people. He also has interviewed the family members, even attended the funerals. However, he does not cry (p.51). It is also described in the novel when Morrie asks Mitch whether it is okay to cry, Mitch answers ‘Sure’. However, later on he says that it is too quick to say that. From this point, it is seen that Mitch does not absolutely agree with Morrie. Morrie has known this. Hence, he is going to show Mitch that man is all right to cry.
Morrie honked loudly into tissue. “This is okay with you, isn’t it? Men crying?”
Sure, I said, too quickly.
He grinned. “Ah, Mitch, I’m gonna loosen you up. One day, I’m gonna show you it’s okay to cry.”
Yeah, yeah, I said.
“Yeah, yeah,” he said. (p.51)

Morrie asks Mitch whether or not Mitch hears his voice when he is going back home, when he is alone, or when he is on the plane or in the car. Again, Morrie also says to Mitch crying for men is okay.

Morrie chuckled. “Maybe. But, Mitch, all this talk that we’re doing? Do you ever hear my voice sometimes when you’re back home? When you’re alone? Maybe on the plane? Maybe in you car?”
Yes, I admitted.
“Then you will not forget me after I’m gone. Think of my voice and I’ll be there.”
Think of your voice.
“And if you want to cry a little, it’s okay.”

Morrie. He had wanted to make me cry since I was a freshman. “One of these days, I’m gonna get you,” he would say. Yeah, yeah, I would answer. (p.134)

In the next meeting, Morrie tells Mitch about his friend Norman, a man who wants to reconcile with him. However, Morrie could not make it until Norman finally dies. Morrie is so regretful that he cries in front of Mitch. When he cries, he says that tears are okay.

“Over the years, I met Norman a few times and he always tried to reconcile, but I didn’t accept it. I wasn’t satisfied with his explanation. I was prideful. I shrugged him off.”
His voice choked.
“Mitch…a few years ago… he died of cancer. I feel so sad. I never got to see him. I never got to forgive. it pains me now so much…”
He was crying again, a soft and quite cry, and because his head was back, the tears rolled off the side of his face before they reached his lips.
Sorry, I said.
“Don’t be,” he whispered. “Tears are okay.” (p.166)

Then, Morrie says to Mitch if he could have another son, he would choose Mitch. Because of this, once more, Morrie cries. His tears show that he means to what he says and again he wants to show Mitch that man’s crying is okay.
“I don’t know why you came back to me. But I want to say this…”
He paused, and his voice choked.
“If I could have had another son, I would have liked it to be you.”
I dropped my eyes, kneading the dying flesh of his feet between my fingers.
For a moment, I felt afraid, as if accepting his words would somehow betray my own father. But, when I looked up, I saw Morrie smiling through tears and knew there was no betrayal in a moment like this.
All I was afraid of was saying good-by. (p.168)

On the fourteenth Tuesday, the last day of their class, Morrie wants to say good-bye. However, it is very hard for him to say so. Therefore, Morrie asks Mitch to touch his heart and he cries. Morrie thinks it is the way to say good-bye.

“You…are a good soul.”
A good soul.
“Touch me…” he whispered. He moved my hands to his heart. “Here.”
It felt as if I had a pit in my throat.
Coach?
“Ahh?”
I don’t know how to say goodbye. He patted my hand weakly, keeping it on his chest.
“This … is how we say … good-bye…” (p. 184)

After that, Mitch says that maybe Morrie is tired. Thus, Mitch will go home and come back on the next Tuesday. However, Morrie just snorts lightly and tries to laugh. Poorly, he cannot laugh. It is more like a sad sound. Then, Mitch kisses Morrie so close and so long, more than usual. Mitch tries not to cry, but now he fails to do so.
It means that Mitch has changes his self-concept of man’s crying because finally Mitch cries.

I picked up the unopened bag with the tape recorder. Why had I brought this? I knew we would never use it. I leaned in and kissed him closely, my face against his, whiskers on whiskers, skin on skin, holding it there longer than normal, in case it gave him even a split second of pleasure.
Okay, then? I said, pulling away.
I blinked back the tears, and he smacked his lips together and raised his eyebrows at sight of my face. I like to think it was a fleeting moment of satisfaction for my dear old professor: he finally made me cry.
“Okay, then,” he whispered. (p.186)

The changes of Mitch’s self-concept about man and crying is also seen when Mitch gets a fax from his brother Peter. Peter tells about his activity in Spain and
shares a couple of jokes. After reading the fax from Peter, he laughs and cries altogether. He cries for joy, for his only brother’s good news.

“HI I’VE JOINED THE NINETIES!” it began. He wrote a few little stories, what he had been doing that week, a couple of jokes. At the end, he signed off this way:

I HAVE HEARTBURN AND DIARRHEA AT THE MOMENT—LIFE’S A BITCH. CHAT LATER? [signed] SORE TUSH.

I laughed until there were tears in my eyes. (p.191)

Based on the analysis above, it can be concluded that Mitch’s self-concept about men and tears changes. He changes from someone who believes that man does not cry to the one who thinks that man is all right to cry. As the proofs, firstly, he cries because he is sad when he has to say goodbye to Morrie. Secondly, he sheds tears of happiness after he reads the fax from his brother. Considering to the theory of Hurlock (1974: 120-122) about the characteristics of personality changes, Mitch’s personality change is categorized as a better change. It is because he is able to make a better adjustment. Mitch’s change is also characterized as qualitative and rapid change. It is qualitative because Mitch’s characteristic is replaced by the new one. The concept that crying for men is unacceptable is changed to be acceptable. Mitch’s personality is considered as rapid change since the change is apparent. Moreover, the change only happens in a short time during his reunion with Morrie.

Among all of Mitch’s personality changes, referring to the eight factors determining someone’s personality proposed by Hurlock (1974: 143-380), Mitch’s personality changes are determined by two factors. They are the intellectual determinant and the educational determinant. The level of one’s intellect determines his personality. It is also stated by Hurlock (1974:178) that education becomes one of the conditions influencing intellectual capacity. In the novel, Mitch is characterized as a smart person. It means that he has a high intellectual capacity. This condition
influences Mitch to be able to make life adjustment that he can develop his personality. Mitch develops from someone who is selfish, arrogant, and greedy to be the one who is wise. Because of his high intellectual capacity, he is also able to change his concept of happiness and love. The education determinant also influences Mitch’s personality changes. As stated by Hurlock (1974: 335-337) when a teacher and a student have a strong relationship, the teacher can influence the student’s personality development. The closer their relationship is, the stronger the influences the teacher can make. There are also some factors influencing teacher-student relationship. One of them is favoritism. Morrie as a teacher sees Mitch as a smart student. Furthermore, Mitch also admires Morrie. They also often have discussions outside school hours. This makes their relationship close. Because of this close relationship as teacher-student, Morrie can influence Mitch’s personality. Using his lesson, advice, and being a wise model, he influences Mitch to be wise. However, in changing Mitch’s self concept, Morrie needs longer time since self-concept according to Hurlock (1974: 7) is the core of personality that is hard to change. Through his lesson and advice he gives on and on to Mitch, finally Morrie is able to change Mitch’s self concepts. Mitch does not see happiness and love through money and achievement anymore. Therefore, he views that love is the only one thing that will make him happy. His concept of men and crying also changes. He does not any longer see tears as a shameful thing for men.
This last chapter presents two points. They are conclusions and suggestions. The conclusions outline the characterizations of Mitch Albom and Morrie Schwartz and the influence of Morrie on Mitch’s personality development analyzed in the previous chapter. The suggestions firstly are for future researchers of literary works, especially those who study Mitch Albom’s literary works and secondly for teaching learning activities.

5.1 Conclusions

There are three main points presented as conclusions. They are the characterization of Mitch Albom, the description of Morrie Schwartz, and the influence of Morrie Schwartz on Mitch Albom’s personality development.

5.1.1 The Characterization of Mitch Albom

Mitch Albom is described as a smart student. He is able to leave high school one year earlier than his peers. Compared to his brother Peter, Mitch is also smarter than him. This characterization is seen through the author’s direct comments and characters as seen by others. Through Mitch’s personal description, his past life, the author’s direct comment, his reaction, and the character as seen by others, the author also wants to describe Mitch as a workaholic person. Mitch is also described as a boastful man through the author’s direct comment, Mitch’s speech, thought, and reaction. The smartness and workaholic of Mitch Alboms bring him being able to achieve many accomplishments and to have a lot of money. However, those wealth and achievements do not make him wiser. By contrast, they make a slave of worldly...
pleasure and lead him to be arrogant and greedy. This characteristic is shown through his speeches and reaction.

5.1.2 The Description of Morrie Schwartz

Morrie Schwartz is an old dying man who suffers from ALS. This characteristic is stated through Morrie’s personal description and character as seen by another. Though he is old and dying, Morrie is a tough man. He does not want to give up. He wants to do his bests for the rest of his life by sharing his life experiences and giving lessons and advice about the meaning of life to people and Mitch. This characteristic is described through the author’s direct comment, Morrie’s reaction, his mannerism, and through Mitch’s view. Morrie is described as a wise person as well. His wisdom is seen through his mannerism, reaction, and speech. Morrie’s personal description, manner, and reaction also show that Morrie is a modest person. He wants people to see him as he really is. Morrie is also characterized as someone who is willing to devote himself for others through his mannerism.

5.1.3 The Influence of Morrie Schwartz on Mitch Albom’s Personality

Morrie’s influences Mitch through his lessons, advices and his interaction with Mitch try to develop Mitch’s personality. Mitch develops from someone who is arrogant, greedy, and selfish to be a wiser man. Morrie’s characteristics as a wise and modest person also play an important role in developing Mitch’s personality. Mitch becomes wiser. This change is considered as a better change because Mitch is able to make a better life adjustment. This change is also considered as a quantitative and rapid change. It is quantitative because Mitch’s characteristic is not replaced by the new one, but his existing characteristic as a workaholic weakens and his wisdom grows up. Mitch’s personality is considered as rapid change since the change is observable.
Morrie also wants Mitch to realize that his money and accomplishment will not make him happy. After their encounter during the Tuesdays and finally Morrie is able to change Mitch’s self-concept of love. Mitch does not see his money and accomplishments as his happiness anymore. After that, he tries to show how he loves his brother, Peter. Mitch’s concept about men and cry also changes. At the beginning of the story, Mitch has a self-concept that he thinks men are not acceptable to cry. However, after some lessons and advice Morrie has given him, he changes his self-concept. After all, Mitch thinks that crying for men is okay. Mitch’s personality change is categorized as a better, qualitative, and rapid change. It is better because Mitch can see happiness and love not from money and achievements. His self-concept about men and crying also changes as a better change. Meanwhile, it is qualitative because Mitch’s self-concepts are replaced by the new ones. At the beginning, Mitch views that having a lot of money and many achievements will make him happy. Then, the money and achievements are replaced by love because it is love that can make him happy. His concept that men do not cry also changes that men are all right to cry. Mitch’s changes of self-concepts are considered as a rapid change since the changes are obvious and happen in a few months.

Regarding to the eight factors determining someone’s personality, Mitch’s personality changes above are determined by two factors. They are the intellectual determinant and the educational determinant. As a smart student, Mitch’s intellectual capacity helps him to develop his personality and as an admired teacher, Morrie has also influenced Mitch’s personality.

5.2 Suggestions

This part discusses the suggestions for the future researchers and the suggestions for the teaching learning English through literature. The complete
explanation is as follows.

5.2.1 Suggestion for the Future Researchers

*Tuesdays with Morrie* is one of Mitch Albom’s novels, which is very amazing. This novel is not merely a right choice as a reading book for all ages, but also an appropriate novel to study because there are many interesting aspects that a researcher can study.

As this study uses the psychological approach to analyze the description of Mitch and Morrie and the influence of Morrie on Mitch personality development, the future researcher can analyze the novel using another approach such as the sociocultural-historical approach to analyze other aspects of the novel. Using this approach, the researcher can analyze the Mitch’s culture and Morrie’s culture compared to the human culture in common. Another approach such as the biographical approach can also be used to analyze an aspect of the novel since this novel is a biographical novel. Using this approach, the researcher must be able to find the complete and accurate biography of the character that will be analyzed.

Another interesting aspect to study in the novel is about Morrie as the secondary character. The researcher can analyze Morrie’s struggle to prove that ‘dying’ is not the same as ‘useless’. The researcher may also analyze Morrie’s childhood which affects his behaviour as an adult. It includes how his family members, including his mother, father, stepmother, and younger brother, have affected his personal development. In addition, another interesting aspect that can be analyzed is the personality development of Morrie Schwartz as the secondary character. At this point, the researcher has to analyze Morrie’s character before and after he is sick and its development.
5.2.2 Suggestions for Teaching Speaking Using Literature

Teaching-learning activity is not only a process of how a teacher transfers his knowledge to his students, but also a process of how a teacher implants moral values to his students. Literary work, especially a novel, is a good mean to support teaching-learning in which the students do not only get pleasure and amusement, but also learn the moral values inside. The students can learn many things because they also enjoy reading the novel.

Using a novel as a means to teach English is very necessary because it will enrich students’ vocabulary and also improve their grammar and language skill such as listening, speaking, reading, and writing. Hence, the student will not feel that they are studying a lot using the novel because the novel amuses them. As a result, using a novel the students can learn English enjoyably.

Speaking is one of language skills that the students have to master beside reading, writing, and listening. Indeed teaching speaking becomes a challenge for the teacher because the students have to master many skills including vocabulary and grammar mastery. Hence, the teacher has to be creative in order to encourage his students involved in the speaking activity using many vocabularies and correct grammar. Many teachers teach speaking using role play, games, and other activities that invites the students to speak.

Those teaching speaking activities above are very common. What a good idea if a teacher teaches speaking which does not only enrich students’ vocabulary and grammar mastery, but also offer the students a new knowledge. The students will get both knowledge and pleasure. This kind of activity can be in the form of debate by applying theories of debates and using a novel as the materials.

*Tuesdays with Morrie* is one of the novels which can be used in debate classes.
Before the activity begins the teacher has to prepare chapter sixteen of the novel, *The Eight Tuesday We Talk about Money*, and distributes it to the student a week before. Hence, they will have plenty of time to read the chapter of the novel. When the class begins, the teacher should only discuss a little bit on the chapter of the novel. After that the teacher explains to the students what they are going to do, the teacher explains how to debate. By using the novel, the students will have more vocabulary and learn English grammar.

Before the debate begins, the teacher divides the class into groups. Each group consists of 7 people. One student will have a double job as a chairperson and time keeper, three students will be the positive team, and the rest three students will be the negative team. If there are any students who have not got a job, the teacher should be able to solve this problem. He can give them job as an adjudicator. Hence, all students will take parts in this debates activity.

The following are the general procedures of teaching debates that should be followed by the teacher and the students in order to achieve the goals in teaching and learning activities:

1. The teacher discusses on a chapter of the novel and the topic.
2. The teacher explains how to debate.
3. The teacher asks the students to make a group of seven. Three students will be the 1st, 2nd, and 3rd speaker of the affirmative/government team. One student will be the chairperson and the rest three students will be the 1st, 2nd, and 3rd speaker of the negative/opposite team.
4. The teacher gives the motions to the students.
5. The teacher provides 20 minutes for the students to have a case building.
6. The students perform their debates in front of the class per group.
7. The teacher gives his judgment which team is the winner and explains why the team wins the debates.

8. The teacher reviews the debates.

The example of teaching Speaking IV (debates) material can be seen in Appendix 4 and 5.
BIBLIOGRAPHY


APPENDICES
Appendix 1

The Biography of Mitch Albom

Mitchell David Albom was born on May 23rd, 1958 in Trenton, New Jersey, USA. He is the son of Ira and Rhoda Albom and has a brother named Peter. After receiving a B.A. in sociology from Brandeis University, then briefly Albom became an amateur boxer, nightclub singer, and pianist. Getting bored with his failure in jobs, he decided to attend Columbia University to study journalism. After this thorough schooling, he received an M.J. and M.B.A. from this university. He started to write for Queens Tribune, The Philadelphia Inquirer, and The Fort Lauderdale News and Sun Sentinel from 1981-1985 and became a young writer. In 1985 he arrived in Detroit and he writes for the Detroit Free Press. His career takes flight. He becomes successful not only as a nationally-syndicated newspaper columnist for the Detroit Free Press, but also as a nationally-syndicated radio host, an award-winning sportswriter novelist, a TV commentator and a musician.

2.2.1 As a Novelist

Mitch Albom is the author of eight books, including the New York Time bestseller, The Five People You Meet in Heaven, and the phenomenal best seller Tuesdays With Morrie. The Five People You Meet in Heaven was published by Hyperion, New York in 2003. The story is about a man by the name of Eddie who dies trying to save a young girl's life on his 83rd birthday. When he wakes up in the afterlife, he discovers that he is in heaven and he was encountered by five people who
change his life's path forever. That book was turned into a television movie for ABC starring Jon Voight, Ellen Burstyn, Michael Imperioli and Jeff Daniels. A parody of the book, called *The Five People You Meet in Hell* by Rich Pablum has also recently appeared on bookstore shelves. Meanwhile, *Tuesdays with Morrie* was published by Doubleday, New York in 1997. It tells about a young man named Mitch Albom who has a reunion with his favourite professor in Brandeis University named Morrie Schwartz. In this book, Mitch Albom endures some changes in personality under the influence of Morrie. Oprah Winfrey produced a television movie adaptation for ABC starring Hank Azaria and Jack Lemmon. The television movie adaptation of *Tuesdays with Morrie* became the most watched television movie of 1999 and won four Emmy Awards. Mitch Albom also has written some other books. Those books are:


Mitch Albom also has a newest book due out on September 26th, 2006 entitled *For One More Day*. The book is about a son who gets to spend a day with his mother who died 8 years earlier.

2.2.2 As a Columnist

Mitch Albom also works well as a columnist. No other columnist has won the APSE award more than once, but Mitch Albom. For more than a decade, he has been
named #1 Sports Columnist in the Nation by Associated Press Sports Editors of America (APSE), the highest honor in his field. He has also received seven first place APSE honors for feature writing. During his storied career, Albom has received more than 100 writing awards from AP, UPI, Headliners Club, National Sportswriters and Broadcasters Associations, and others. His work has appeared in numerous national and international publications, including Sports Illustrated, GQ, Sport, The New York Times, TV Guide, USA Today, and Germany's popular GEO Magazine as well as on the Internet with MSNBC.

2.2.3 As a Radio Host

In 1988, Mitch Albom began expand his horizon in the radio media. He hosts two radio talk shows. One of them is *The Mitch Albom Show*, which airs on Monday through Friday at 5-7 p.m. from ABC-owned flagship station WJR-760-AM in Detroit. His other broadcast is *The Monday Sport Albom*. It is a sport interview program that features local and national sport stars. It airs on weekends at 7-8 p.m.

2.2.4 As a TV Commentator

Mitch Albom is a panelist on ESPN's *Sports Reporters* seen every Sunday by a nationwide audience, and he's also a regular contributing commentator to that network. He also has been profiled by ABC News, NBC's Today Show, the CBS Early Show, and ESPN's *Up Close*. Albom has also twice served as a network Olympic commentator, first for ABC's Good Morning, America during the Atlanta Games and most recently for the CBS Early Show from the Games in Sydney, Australia.

2.2.5 As a Musician

Mitch Albom has written a song entitled *Cookin’ for Two* for a television movie directed by Arnold Schwarzenegger that aired in the mid-1990’s. Recently, he wrote the lyrics for a song that has just been recorded by a singer and songwriter Warren
Zevon, with David Crosby on backup vocals and comedian David Letterman. This shows that Mitch Albom is not only talented columnist, but also a talented song writer.

Mitch Albom married Janine and lives in Franklin, Michigan. In 1998, after his experiences with Morrie Schwartz, he founded “The Dream Fund” which allows disadvantaged children to become involved with the arts and also started a volunteer group called “A Time to Help”. For every month, the group which is affiliated with Volunteer Impact does a project to help serve and improve the Detroit community. These projects work at homeless shelters, food banks, senior citizens homes, and orphanages. Mitch and his radio co-host, Ken Brown, lead each project and try to use the group as a catalyst to increase volunteerism. Mitch Albom also serves on the boards of various charities, including CATCH (Caring Athletes Team for Children's and Henry Ford Hospitals), Forgotten Harvest, and Michigan Hospice Organization. In 1999 he was named National Hospice Organization's Man of the Year.

Sources:


http://www.biblio.com/authors/666/Mitch_Albom_Biography.html. Accessed on August 22nd, 2006 at 6.56 a.m.


Appendix 2

The Summary of Tuesdays with Morrie

_Tuesdays with Morrie_ is a heartwarming story which was written based on a true story of a teacher and a student. Mitch Albom is a student of Brandeis University. He admired his teacher, Morrie Schwartz. In late spring of 1979, as he has received his diploma from Brandeis University, Mitch approaches his favorite professor and presents him with a monogrammed briefcase. While at Brandeis, Mitch takes almost all of the sociology courses Morrie had teaches. He promises Morrie, who is crying at the graduation, that he will keep in touch. Yet, he does not fulfill his promise. Years after Mitch's graduation from Brandeis, Morrie is forced to forfeit dancing, his favorite hobby, because he has been diagnosed with _Amyotrophic Lateral Sclerosis_ (ALS) or Lou Gehrig’s disease, a disease which attacks human’s muscles. Morrie's wife, Charlotte, cares for Morrie, though at his insistence, keeps her job as a professor at M.I.T.

On the other side, after his graduation from Brandeis, Mitch is feeling frustrated with the life he has chosen to live. He wants to be a well-known musician. He tries for years to make his dream come true by playing the piano in some clubs. After his uncle dies of pancreatic cancer, Mitch abandons his failing career as a musician. He goes back to school and receives a master’s degree in journalism. He takes a job as a well-paid journalist for a Detroit newspaper. Mitch promises his wife, Janine, that they will have children eventually, though he spends all of his time at work, away on reporting assignments. One night, Mitch is flipping the channels on his television and recognizes Morrie's voice. Morrie is being featured on the television program "Nightline" in the first of three interviews with Ted Koppel.
Following Morrie's television appearance, Mitch contacts his beloved professor and travels from his home in Detroit to Morrie's home in West Newton, Massachusetts to visit him. When Mitch drives up to Morrie's house, he delays greeting his professor because he is speaking on the phone with his producer, a decision he regrets later.

Soon after his reunion with Morrie, Mitch goes back to work. He flies to Wimbledon to report the world's premier tennis tournament. There, he spends much time thinking about Morrie and forfeits reading the tabloids about celebrities and gossip, as he now seeks more meaning in his life and knows that he will not gain this meaning from reading it. When he is having meals in Wimbledon, he is knocked over by a crowd of reporters chasing celebrities, Andre Agassi and Brooke Shields. Watching what the reporter chase, he recognizes on Morrie's words. He says that many people have meaning life because they are chasing the wrong thing. Then, Mitch realizes he is just the same with the reporter as he is chasing the wrong thing. When he returns to his home in Detroit, Mitch learns that the article he has worked so hard will not even be published because the union he belongs to is striking against the newspaper he works for. Once more, Mitch travels to Boston to visit Morrie.

After their first Tuesday together, Mitch returns regularly every Tuesday to listen to Morrie's lessons on "The Meaning of Life." Each week, Mitch brings Morrie food though as Morrie's condition worsens he is no longer able to enjoy solid food.

Mitch's visits to Morrie are combined with the flashbacks to their days together at Brandeis. At Brandeis, Mitch and Morrie shared a relationship more like that between father and son than teacher and student. Soon before Morrie's death, his condition is getting worse. He can no longer breathe or move on his own, he confides that if he could have another son, he would choose Mitch.

In his childhood, Morrie had been very poor. His father, Charlie had been cold
and dispassionate, and had neglected to provide for Morrie and his younger brother emotionally and financially. At the age of eight, Morrie must read the telegram that brings news of his mother's death. Charlie marries Eva, a kind woman who gives Morrie and his brother the love and affection they need. Eva also inspires Morrie on his love of books and his desire for education. However, Charlie insists that Morrie keeps his mother's death a secret, as he wants Morrie's younger brother, David, to believe that Eva is his biological mother. This demand to keep his mother's death a secret becomes a terrible emotional burden for young Morrie. All he can do is to keep the telegram all of his life as a proof that his mother had existed. Because he was starved of love and affection during his childhood, Morrie seeks it out in his old age from his family and friends. Now that he is nearing his death, Morrie says that he has reverted to a figurative infancy, and tries in earnest "enjoy being a baby again." He and Mitch often hold hands throughout their sessions together.

In his lessons, Morrie advises Mitch to reject the popular culture. Morrie encourages Mitch to create for himself is a culture established on love, acceptance, and human goodness, a culture that upholds a set of ethical values unlike popular culture that the society endorses. Popular culture, Morrie says, is founded on greed, selfishness, and superficiality, which he recommends Mitch to overcome. Morrie also stresses that he and Mitch must accept death and aging, as both are inevitable.

On one Tuesday, Janine travels with Mitch to visit Morrie. Janine is a professional singer, and Morrie asks her to sing for him. Usually she does not sing upon request, but not for Morrie. She sings beautifully that moves Morrie to tears. Morrie cries freely and often, and continually encourages Mitch to do so also. As Morrie's condition is getting worse day by day and so does the pink hibiscus plant that sits on the window ledge.
Every time, Mitch visits Morrie, he records their discussion using a small tape recorder as he may compile notes with which to write a book, *Tuesdays with Morrie*, a project which he and Morrie refer to as their "last thesis together." Morrie continually tells Mitch that he wants to share his stories with the world by their "last thesis."

Morrie died on a Saturday morning, the fourth of November, when the people he loved leave the room just a moment. He wants to serenely as the hibiscus plant nearby. At Morrie's funeral, Mitch recalls his promise to continue his conversations with his professor and conducts a silent dialogue with Morrie in his head. Mitch thought such a dialogue would be awkward, however this communication feels far more natural than he had ever expected.

Finally, not long after Morrie’s death, Mitch reaches his brother, Peter, in Spain. They have a long talk. Mitch respects his brother to be alone for the treatment, but he wants Peter to always keep in touch. Mitch also says that Peter is the only brother he has whom he loves very much. Hence, he does not want to lose him.

Source from:


Lesson Plan for Teaching Speaking V
(Debates)

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<td>Speaking</td>
<td>- Presenting arguments related to the motion of the debate.</td>
<td>- The students read the chapter 18 of the novel a week before the class.</td>
<td>- Chapter 18 of the novel <em>Tuesdays with Morrie</em> (pp. 123-128)</td>
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<td>- Defending their arguments by rebutting the opponent’s arguments and by giving more evidence.</td>
<td>- The students learn the handout with the teacher.</td>
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<td>- The students are able to present their arguments in front of the class.</td>
<td>- The students make a group of seven in which one of them has double jobs as a time keeper and chairperson. The three of them is the affirmative team and the rests become the negative team.</td>
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<td>- The students are able to build their self-confidence.</td>
<td>- The students discuss the motion (having a case building) with their friends in the team.</td>
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- The students assert their arguments strengthened with reason, evidence, and example in front of the class.
- The students make a conclusion on how the debate goes on.

**Evaluation:** The evaluation comes from the lecturer who acts as an adjudicator. The group who has stronger arguments and is able to defend their arguments from the opponent’s rebuttals will be the winner.

**Material:**

- There are two materials which are used. The first is chapter 18 of the novel *Tuesdays with Morrie*. The students must read the chapter a week before the class. The second source is the handouts of Australasian debates in order to help the students understand about the concept of debates and how to debates which is distributed in the day taken from *Debating Handbook for Debaters*. 
The Eighth Tuesday
We Talk About Money

I held up the newspaper so that Morrie could see it:

I DON'T WANT MY TOMBSTONE TO READ
"I NEVER OWNED A NETWORK."

Morrie laughed, then shook his head. The morning sun was coming through the window behind him, falling on the pink flowers of the hibiscus plant that sat on the sill. The quote was from Ted Turner, "the billionaire media mogul," founder of CNN, who had been lamenting his inability to snatch up the CBS network in a corporate megadeal. I had brought the story to Morrie this morning because I wondered if Turner ever found himself in my old professor's position, his breath disappearing, his body turning to stone, his days being crossed off the calendar one by one—would he really be crying over owning a network?

"It's all part of the same problem, Mitch," Morrie said. "We put our values in the wrong things. And it leads
So the TV was the same old model, the car that Charlotte drove was the same old model, the dishes and the silverware and the towels—all the same. And yet the house had changed so drastically. It had filled with love and teaching and communication. It had filled with friendship and family and honesty and tears. It had filled with colleagues and students and meditation teachers and therapists and nurses and a cappella groups. It had become, in a very real way, a wealthy home, even though Morrie’s bank account was rapidly depleting.

“There’s a big confusion in this country over what we want versus what we need,” Morrie said. “You need food, you want a chocolate sundae. You have to be honest with yourself. You don’t need the latest sports car, you don’t need the biggest house.

“The truth is, you don’t get satisfaction from those things. You know what really gives you satisfaction?”

What?

“Offering others what you have to give.”

You sound like a Boy Scout.

“I don’t mean money, Mitch. I mean your time. Your concern. Your storytelling. It’s not so hard. There’s a senior center that opened near here. Dozens of elderly people come there every day. If you’re a young man or young woman and you have a skill, you are asked to come and teach it. Say you know computers. You come there and teach them computers. You are very welcome there. And they are very grateful. This is how you start to get respect, by offering something that you have.

“There are plenty of places to do this. You don’t need to have a big talent. There are lonely people in hospitals and shelters who only want some companionship. You play cards with a lonely older man and you find new respect for yourself, because you are needed.

“Remember what I said about finding a meaningful life? I wrote it down, but now I can recite it: Devote yourself to loving others, devote yourself to your community around you, and devote yourself to creating something that gives you purpose and meaning.

“You notice,” he added, grinning, “there’s nothing in there about a salary.”

I jotted some of the things Morrie was saying on a yellow pad. I did this mostly because I didn’t want him to see my eyes, to know what I was thinking, that I had been, for much of my life since graduation, pursuing these very things he had been railing against—bigger toys, nicer house. Because I worked among rich and famous athletes, I convinced myself that my needs were realistic, my greed inconsequential compared to theirs.

This was a smokescreen. Morrie made that obvious.

“Mitch, if you’re trying to show off for people at the top, forget it. They will look down at you anyhow. And if you’re trying to show off for people at the bottom, forget it. They will only envy you. Status will get you nowhere.
TUESDAYS WITH MORRIE

The Eighth Tuesday

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Appendix 5:

Pre Reading Activity (Homework):

Read chapter 18 of the novel *Tuesdays with Morrie*.

**General Knowledge of Australasian Debates**

There are many formats of debates such as Karl Pooper format, British Parliamentary format, World School format, Australasian format, etc. However, this part only learns the Australasian debate format because it is the most frequently applied debate system in Indonesia. Not only for the students in high schools, but also for students in university level.

A formal debate consists of two teams of people who put forward opposing points of view on a particular topic/motion. The affirmative team agrees with the topic statements. The negative team does not support the main claim of the topic.

Debates involve opinions and arguments that are supported by research or other evidence. Debates are more than just discussions, they are efforts to persuade others. The winner of the debate will be the team with the strongest and the most convincing argument.

The debate is controlled by a chairperson who works with a time keeper to make sure that each team has exactly the same amount of time in which to argue its case. The winning team is decided by an adjudicator or a panel of adjudicators (3, 5, 7, or any odd number of adjudicators).

**Instructions to Speakers**

- Begin by stating your motion.
- State your opinion the motion/topic. Support your argument by providing research and/or evidence.
- Please notice the time limit given by the time keeper.
- Speak to the adjudicators—not to your opponents or to the audiences—and try to convince the adjudicators that your team is qualified and eligible to be the winner.
**Instructions to Chairperson**

- Introduce the topic to be debated
- Introduce the two teams
- Introduce each speaker before/after he speaks
- Thank each speaker
- Call on adjudicators to give their decision
- Close the debate

**Instructions to Time Keeper**

Please use flags to indicate the time for each speaker.

- **Green flag**: indicates that the speaker may start to speak
- **Yellow flag**: indicates that the speaker has spent 4 minutes (1 minute left)
- **Red Flag**: indicates that the speaker has to stop his/her speech

**Instructions to the Adjudicators**

- Listen carefully to each speaker.
- Use the marking sheet to ensure all speakers are addressed fairly.
- Indicate to the chairperson when judgment is complete.
- Try to leave personal bias out of judgment.
- Total points for each speaker to determine the winning team.
- Report judgment to teams when called by the chairperson.

**Preparing for the Debate**

- Look carefully at your topic and discuss it with your team
- In your group, decide which person will take which role
- Plan your argument and allocate some points to each speaker
- Share your examples with the rest of the group so that you do not use the same ones
- Plan the whole speech
- Practice
Exercise:

Make a group of seven and divide your group for the following jobs:

- One of them will have a double job as a chairperson and timekeeper.
- Three students will be the affirmative team and please decide by your own team who is the first, second, and third speaker.
- The rest three students will be the negative team and please decide by your own team who is the first, second, and third speaker.

Have a case building on the following topic within 20 minutes!

“This House Would Prefer Money Rather than Love”

Notes:

- The affirmative team agrees with the motion. It means they have to support Mitch Albom as in the novel. Mitch works for money, not love. Give some evidence from any source such as newspaper, magazines, or internet if it is necessary to support your arguments.
- The negative team disagrees with the motion. It means that they have to support Morrie since he thinks that Love is more important than money. Provide evidence from any source related to the motion to strengthen your arguments.

Source: Debating Handbook for Debaters
Appendix 6

The Picture of the Novel Cover “Tuesdays with Morrie”

Appendix 7

The Picture of a Close Relationship of a Teacher and his Student

Morrie Schwartz (Left) and Mitch Albom (Right)