CHAPTER II

PROBLEM BASED LEARNING STRATEGIES OF NOVEL AND SHORT STORIES

1. Problem-Based Learning

Since the development of the Problem-Based Learning model at McMaster University in Canada in the late 1960s, Problem-based learning is widely regarded as a successful and innovative method.[1] Widely used in the field of medical studies, Problem-Based Learning nowadays has been adopted in educational programs in a variety of disciplines.[2]

Problem-Based Learning approach would encourage students to venture into 'thinking out of the box' as the problem assigned for them to solve is usually open-ended and does not require a prescribed approach to problem solving.

a. Definition of Problem-based Learning

There are various definitions of Problem-Based Learning. Some of those definitions are; first, PBL is a learner-centered instructional method that enhances students' ability to analyze, synthesize, and evaluate problems[3]. Second, Problem-based Learning is a method of learning that uses prearranged scenarios as an aid in the learning process.[4] This method is an active way for students to learn basic problem-solving skills and makes them acquire the knowledge and experience through the interaction with others. This method aimed an interactive and enjoyable experience that will also encourage students' self-motivation, thinking, and analytical skills through flexible and creative thinking and managing of multiple sources to solve problems.

Third, Howard Barrows, who was involved in the early stages of the development of PBL at McMaster University in Canada, defined that, instead of teacher centered learning used in conventional learning, Problem-Based Learning method shifts the focus from teacher to students which means students are in control of their own learning under the guidance from the teacher. It enhances students' ability to analyze, synthesize, and evaluate problems. Problem-Based Learning can be described as a teaching strategy in

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[1] De Graaf, Erik and Kolmos, Anette, *Characteristics of Problem-Based Learning*, (Great Britain: International Journal of Engng Ed, vol. 19, No. 5, 2003) p.657

[2] Newman, J. Mark, Problem *Based* Learning: *An Introduction and Overview of the Key Features of the Approach,* p.1

[3] Ramsay, James and Sorrell, Elbert, *Problem-Based Learning: A Novel Approach to Teaching Safety, Health and Environmental Courses, (*Journal of SH&E Research, Vol. 3, Num. 2, 2006) p. 2

[4] Bignell, Simon and Parson, Venessa, *Best Practices in Virtual World Teaching: A guide to using Problem-Based Learning in Second Life* (United Kingdom: University of Derby, University of Aston and The Higher Education Academy Psychology Network, 2010) version 2.1, p.4

which students confront contextualized, ill-structured problems and attempt for essential solutions.[5]

Hence, it could be summarized that Problem-Based Learning is a student-centered learning method that aimed the student to find the solution of a pre-arranged problem that could help them solve the problems in real life.

b. Fundamentals of Problem-based Learning

Problem-Based Learning is a learning method that specified to the process of solving the problem scientifically. According to Prof. Dr. H. Wina Sanjaya, M. Pd, there are three main characteristics of Problem-Based Learning[6], there are:

First, Problem-Based Learning is a series of learning process. Problem-Based Learning is much different than conventional learning where student will only listen to their teacher and write thing down. But Problem-Based Learning emphasize individuals to take the initiative, with or without the help of others, to diagnose their learning needs, formulating goals, identify resources for learning, implement appropriate learning strategy and evaluate learning outcomes. By engaging in the process students learn more quickly to take responsibility for their learning and to develop skills and insights about their learning processes.

Second characteristic is Problem Solving. Students are encouraged to solve the problems. As the name suggest, problem is a critical part of Problem-Based Learning and its importance is second to none. James Ramsay and Elbert Sorrell explain that the problem is essential to Problem-Based Learning.[7] Teacher, which is a facilitator, started the lesson by presenting the problem to the student. The source of the problem could be anything like guest speaker, a video, a newspaper story, a photograph, or a written case study, etc.

The third characteristic is scientific thinking. Problem-Based Learning directed the students to solve a problem scientifically. Scientific thinking is a process that uses either inductive or deductive and done by systematically and empirically. Systematic thinking means that the problem is solved by following a series of instruction and empiric process means that the problem is solved based on the data and clear facts.

Teresa, M, Sindelar in her thesis stated that, according to Barrows, there are five principal of Problem-based learning. [8] The first is Problem-Based; Problem-Based learning started with the presentation which issues or problems might be encountered by

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[5] De Graaf, Erik and Kolmos, Anette "*Characteristics of Problem-Based Learning*", p. 657

[6] Wina Sanjaya, *Strategi* Pembelajaran *Berorientasi Standar* Proses *Pendidikan,* (Jakarta: Kencana Prenada Media Group, 2006) p.215

[7] Ramsay, James and *Sorrell*, Elbert, *Problem-Based Learning: A Novel Approach to Teaching Safety, Health and Environmental Course,* p. 3

[8] Sindelar, Teresa, M., *The* Effectiveness *of Problem Based Learning in High School Science Classroom,* (Nebraska: University of Nebraska-Lincoln, 2010) p. 4

students. The second is Problem-Solving; students have to solve the problems. Teacher's role is to assist and facilitate development of the student to the effective problem solution. Third principal is Student Centered; as mentioned before, teacher's role is as facilitator. Hence, teachers have to avoid the student of being dependent on them for what the student should learn. The Fourth is Self-Directed Learning; students has to know where and how to get information to solve their issues. The last principal is the Reflection; after the issues are solved, students have to discuss the issues to enhance the learning of new problem.

Barrett, T. And Cashman, D. stated that there are four interrelated dimensional of Problem-Based Learning.[9] The first dimension is presenting ill-structured challenging problem. The key and distinguishing aspect of Problem-Based Learning is the sequence of presenting the problem before any other curriculum. Second dimension is Problem-Based Learning is a small group-based learning with ideally one facilitator in each group. Third dimension is the harmony of assessment, learning process and problem solving process. The last dimension is the philosophy of focusing student's learning rather that teacher's teaching. It showed by the role of the teacher as a facilitator not a resource person.

c. Problem-Based Learning Process

There are various opinions of how Problem-Based Learning should be implemented. Terry Barrett and Diane Cashman statd that the Problem-Based Learning has following process; the first is the problem reading. In this process, teacher giving the problem to the students and the students should underline and clarify the unknown terms/facts. The second process is defining the kernel of the problem; students need to understand the problem clearly to its core. Third process is brainstorming; in this process, students are required to express their ideas by giving responses. The fourth process is discussing and synthesizing the problem. The fifth process id formulating learning issues to study in further. Sixth process is Independent study where the students are working on their issues and synthesizing the problems critically and the last process is debate practice. [10]

Another Problem-Based Learning process is the 9 stage process proposed by Simon Bignell and Vanessa Parson. The first stage is defining the problem. Second stage is explaining the problem clearly. Third stage is explaining the core concepts and stating the

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[9] Barrett, T. and Cashman, D., *A Practitioner's Guide to Enquiry and Problem-Based Learning: Case Studies from University College Dublin,* (Dublin: UCD Teaching and Learning, 2010), p. 8

[10] Terry Barrett and Diane Cashman, *A Practitioner's Guide to Enquiry and Problem-Based Learning Case Studies from University College Dublin. (*Dublin: University of Dublin, 2010) p. 9

unknown terms or words. The fourth stage is forming students into groups. Fifth stage is brainstorming, sixth stage is ensuring the time limit and other information that could be gathered by student regarding to their problem. Seventh stage is gathering the evidences. Eighth stage is discussing the evidence and developing the strategies and last stage is answering the problem.[11]

Julie Mathews Aydinly stated that there are four steps in the Problem-Based Learning, there are meeting the problem, explore unknown terms, generate possible solutions and last consider the consequences of chosen solution. [12]

d. Problem Solving Strategies

There are various theories of how Problem-Based Learning should be implemented. Generally, most of the theories are similar. Muhammad Thobroni and Arif Musthofa gathered some of the theories which are described as follows: [13]

According to John Dewey[14], there are six phases of problem solving. Phase one is defining the problem where students are encouraged to understand about the problem clearly. The second phase is analyzing the problem by collecting complete data about the problem from its history, causes, symptom, and methods to solve it and the advantage and disadvantages of each method. The third phase is determining criteria for optimal solutions by analyzing the data to find alternate solutions. The fourth phase is proposing solution for the problem. In this phase, data is analyzed and organized into diagrams or table. The fifth phase is evaluating proposed solutions. This phase requires student's skill of analysis, ability to connect or calculate several data, and capability to decide the solutions and conclusion. And last, selection of the solution, including the calculation of the result and effect of each alternate solution.

Lawrence Senesh[15] proposed a problem solving strategy which consists of six stages. The first stage is symposia of the problems which is a process of finding the

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[11] Bignell, Simon and Parson, Venessa, *E-book: Best Practices in Virtual World Teaching: A guide to using Problem-Based Learning in Second Life* version 2.1, (United Kingdom: University of Derby, University of Aston and The Higher Education Academy Psychology Network, 2010) p. 7

[12] Mathews-Aydinli, Julie, *Problem-Based Learning and Adult English Language Learners,* (Washington DC: Center for Adult English Language Acquisition, 2007) p. 2

[13] Muhammad Thobroni and Arif Musthofa, *Belajar & Pembelajaran. Pengembangan Wacana dan Praktik Pembelajaran dalam Pembangunan Nasional.* (Yogyakarta, Ar-Ruzz Media, 2011) p. 336

[14] Dewey, John was an American philosopher, psychologist and educational reformer whose ideas have been influential in education and social reform. Dewey is one of the primary figures associated with philosophy of pragmatism and is considered one of the founders of functional psychology. A well-known public intellectual, he was a major voice of progressive-education and liberalism.

[15] Senesh, Lawrence was a professor of economics at the University of Colorado who proposed the problem solving solution in economic education in his book *Teaching Economics Through the Problem-solving Approach.*

problematical symptoms of the problem. Second stage is aspects of the problems, analyzing the problem and various data around it. The third is definition of the problem. Fourth stage is the scope of the problems. Fifth stage is causes the problem. Last stage is solution of the problems.

David Johnson and Johnson state that problems are being done in groups. Subject–related problems which taken from any source or environment are being taught to the students as long as the issues are fulfill these criteria: conflict issue or controversial, important and solution-able. The problems are settled in five stages[16]. First stage is defining the problem. The issues are analyzed and then shortened into a simple sentence. Any information is collected regardless of its validity and accuracy and then the information is being reviewed to eliminate the data that not relevant to the problem. After the problem is formulated, the second stage is diagnosing the problem to find the cause of the problem. Johnson and Johnson also state that the problems are caused by the balance of power on these two factors: supporting factors and resisting factors. The third stage is formulating alternate solutions. Students have to analyze the problem creatively and divergently to understand the contradiction of every idea. The problems are caused by the balance of supporting and resisting factors. Hence, the solutions is disrupting the balance whichever adding more power to the supporting factor, adding more power to the resisting factor, or converting the resisting factors into supporting factors. The fourth stage is deciding and applying the solution from alternate solutions formulated in the earlier stage and the last stage is evaluating the achievement of the solutions used either it is successful to solve the problems or not and the effect of the solutions.

According to Polya, there are five steps of problem solving.[17] The first phase is understands the question. This phase contain of some activity like discussing the problems, reading the problem, drawing a picture of the image or paraphrasing the problem. The second phase is finding the needed data. The data could be gathered from various sources. Activities in this stage including underlining or circling data needed, crossing important datum and comparing the marked data with the same type of data from another source. Phase three is making a plan. The activities including deciding steps to solve the problem, making table or graphic representation, guessing, checking or setting up the problem. The fourth phase is Solving the problem and the last phase is checking back.

e. Advantages and Disadvantages of Problem-based Learning

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[16] Muhammad Thobroni and Arif Musthofa, *Belajar & Pembelajaran. Pengembangan Wacana dan Praktik Pembelajaran dalam Pembangunan Nasional.* p. 340

[17] Chamot, Anna and Marsha, Dale, *Learning and Problem Solving Strategies of ESL Students,* (Bilingual Research Journal, 16:3&4, Summer/Fall 1992) p.8

There are advantages and limitations when creating or implementing problem based learning curriculum. Since Problem-Based Learning experiment began, strong opinions have been expressed and questions rose about the wisdom, effectiveness and educational efficiency of a tutorial, problem-based, case-oriented approach to teaching the sciences.

a. Advantages of Problem-Based Learning.

There are some advantages of Problem-Based Learning according to Prof. Dr. H. Wina Sanjaya, M. Pd. The advantages could be summarized as follows; the first is students' higher comprehension and better skill development. [18]

Problem based learning provides more meaning, applicability, and relevancy to classroom materials. When problems are engaging, difficult, and useful, higher levels of comprehension and skill development occur than in traditional instruction. Real-world contexts and consequences not only allow learning to become more profound and durable, but increase the transferability of skills and knowledge from the classroom to work. This transferability is increased because students are able to practice the knowledge and skills in a functional context, allowing students to better imagine what it will be like using the knowledge and skills on the real world.

The second is the increasing of students' interest and motivation. Students appear to enjoy the PBL format more and become more actively involved in their own learning. PBL does provide a more challenging, motivating and enjoyable approach to education.

The third advantage is increased self-direction as students chase solutions to their classroom problem; they tend to assume increased responsibility for their learning.

These students use self-selected resources, such as journals, on-line searches, and other library and textbooks, journals, and discussions more often than traditional students. They also alter their view of instructors from a source of test answers to possible resources to solving relevant problems. These processes and learning skills help students become more competent in information-seeking skills than traditional students.

Fourth advantage is those students will emphasis on meaning; they will understand that, basically, every lesson is not only to be memorized but to be comprehended.

Most students retain and use little of what they memorize in classroom situations. Problem based learning attempts to break this focus by engaging students in structuring solutions to real life, relevant, contextualized problems. By replacing lectures with discussion forums, faculty mentoring, and collaborative research, students become actively engaged in meaningful learning.

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[18] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan,* p.220

Julie Mathews-Aydinli in her journal published by Center for Adult English Language Acquisition (CAELA) Brief, Problem Based Learning has the following advantages:[19]

First, Problem-Based Learning focuses on the real-life situations which promotes a meaningful interaction in the second language classrooms. These meaningful and authentic interactions have been found to be more powerful than the usual interaction like assigned role or dialogue repetitions.

Second, Problem-Based Learning helps students become more autonomous learners who able to use the skills learned in the classroom in the real life situation. This is important because language learning is something that could not be taught and learned only in classrooms but needs to be practiced with real people.

Third, problems provided in the Problem-Based Learning are mostly based on the real-life problems. Thus, it could motivate the learner to keep study more because they know that the skills are practical.

Ng Patrick Chin Leong in the *Polyglossia* Journal published by Republic Polytechnic Singapore in 2009 made an experiment which held in Ritsumeikan Asia Pacific University (APU), an international university located in Kyushu in Japan in order to examine the use of Problem-Based Learning in an English language classroom. In her findings, she concludes that Problem-Based Learning has following advantages:[20]

First, Problem-Based Learning encourages independent learning among students. Students are engaged in a self-directing learning where they manage their own learning from the planning, monitoring, and solving the problems.

Second, students become more creative. Student had to interact with real life as the real people by disguising themselves as the shopper or costumer in order to gather the data for their project.

Third, Problem-Based Learning enhanced the Cooperative Learning. Students work to solve their problems in groups. Problem-Based Learning provides a platform for student to express their ideas; different points of view gathered which lead them to ask new questions. These interpersonal interactions help to develop the group dynamic and enhance the information acquired.

Last, Problem-Based Learning boosted the students to use the good English language. Due to the interactions with other, students are motivated to use English well in order to establish smooth interactions between them.

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[19] Mathews-Aydinli, Julie, *Problem-Based Learning and Adult English Language Learners,* (Washington DC: Center for Adult English Language Acquisition, 2007) p.5

[20] Patrick, Ng. Chin Leong, *The Power of Problem-Based Learning (PBL) in EFL Classroom, (Polyglossia* Vol. 16, February 2009) p.47

b. Disadvantages of Problem-Based Learning.

Problem-Based Learning has various advantages towards English Language teaching. Yet, it is not a perfect learning method without drawbacks. Julie Mathews-Aydinli noted some of the weaknesses of the Problem-Based Learning as follows:[21]

First, Problem-Based Learning originally meant to encourage students into an active collaborative learning in their group. This might be effective in a group that consists of various language speakers because they will use English as the main language in the dialogue. However, group of student from the same origin tend to use their own language instead of using English. Julie suggested that the group should consist of various student backgrounds. Hence, this would encourage the students to use English.

Second, Julie noted that Problem-Based Learning is not suitable for beginner student. This is excusable since their language skills are at minimal level. Julie suggested that the beginner student should be mixed up with the upper level student. A combination of students with lower and higher language skills would keep the group in balance.

The last weakness according to Julie is that without teacher's intervention, students usually gave up their problem. They would stop trying to solve the problem and often took a shortcut: ask the teacher to solve it. When encountering this issue, Julie suggested that the teacher should encourage the student to solve the problems and remind them the importance of the problem for them.

Similar to Julie, Patrick also found several weaknesses of using Problem-Based Learning. They are:[22]

First, the students' determinations to discuss their thought with their group are minimal. They were hesitant to engage in an active discussion with their group. Second, some students are struggled to cope with the Problem-Based Learning s they never done it before. This problem often occurs in the early stage of Problem-Based Learning. Third, some students were having difficulties of communicating with the other group member due to their lack of self-confidence. Fourth, students often think that they were not able to solve the problems. They were pessimistic and think that the problems were way beyond their capabilities. This led to students gave up on solving the problem. And last, some of the student felt anxious as they have not the confidence in getting the satisfying score for the problems.

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[21] Mathews-Aydinli, Julie, *Problem-Based Learning and Adult English Language Learners,* (Washington DC: Center for Adult English Language Acquisition, 2007) p.5

[22] Patrick, Ng. Chin Leong, *The Power of Problem-Based Learning (PBL) in EFL Classroom, (Polyglossia* Vol. 16, February 2009) p.47

According to Prof. Dr. Hamruni, M. Si, Problem-Based Learning has some disadvantages.[23] The first is student's lack of interest and self-confidence when they encounter tough problems. Some of student will think that the assignment was beyond their capability and make them hesitant or even uninterested in the problem given since they feel that they are out of league.

The second is the time demand. Although students generally favor problem based learning courses, and their ability to solve real-life problems appears to increase over traditional instruction, instructors have not soundly supported the movement toward this type learning. Contributing to this divergence is the time requirement placed upon faculty to assess student learning, prepare course materials, and allow students to complete the reduction in coverage of course material due to the inefficiency of problem based learning.

The third disadvantage is students' lack of comprehension on material if they were not properly understood why they have to solve the problems. An unanticipated problem with problem based learning is the traditional assumptions of the student. Most students have spent their previous years assuming their teacher was the main disseminator of knowledge.

2. Novel and Short Story

The word literacy often creates confusion, because it used in two senses and those senses are confounded each other. In a philosophical use of the word, literature is the direct and adequate antithesis of books of knowledge. But in a popular use, it is a mere term of convenience for expressing inclusively the total books in a language.[24]

a. Definition of Novel and Short Story

Epistemologically, litterateurs define the novel differently. The differences of definitions and limitations come from their various point of views. Some of the definitions are as follows:

Novel and short stories are kinds of literature that declared as fiction works. The word "novel" originally came from Italian "Novella" or "Novellus", derived from word "Novus" which means the new staff that small. That word shows that the novel usually comes with something new, the writer's ideas, critics, points of view or imaginations that reflected in their literary work. In the recent times, novella often translated similar to

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[23] Hamruni, *Strategi Pembelajaran,* (Yogyakarta: Insan Madani, 2012) p 115
[24] Darbishire. H., De Quincy's Literary Critisism (London: Henry Frowde, 1909) p. 151

novelet in Indonesian (or novelette in English) which means a work of prose that average in length, neither too long nor too short. [25]

Novel is a fiction work that emphasizes the details, the realistic feels and deep psychology which usually developed from non-fiction narrations or actual events to attract the readers. [26] Its highly details brought the reader to their imaginary world to enjoy the story even more.

Novel is a literary work that shorter that a roman but longer than a short story that contains of important or interesting events of someone's life which creates a circumstance of inner conflicts that alter the destiny of the character. W. Kramer in his book *Inleiding tot de stilistische interpretasi van literaire kunst* which quoted by Ema Husnan stated that the existence of a novel is a *"concentrated and centered life in a certain time and crisis"*. [27]

William Hendy *Hudson* in his book *Introduction to the study of literature* wrote that Marion Crawford[28] once stated that the novel *is* a "pocket theater" which consists of every elements of drama: plots, actors, costumes, sceneries, and all of the other accessories in one single book.[29]

The definitions above shows *that* the Novel is a prose work of *quite* some length that comprehensively represented the character in the time of certain crisis that altered his life and complexity which attempts to reflect and express something of the quality or value of human experience or conduct. Novel can portray characters and actions which represent of real life dealing with human life, passion or ambition, desire, joy, sadness, feeling, thought, egoism and many related to human life.

In general, short story shares similar definition with novel. The only thing that differs it from novel is its complexity which reflected by amount of length. To be brief, short stories are the mini version of novel. Edgar Allan Poe, as stated by Burhan Nurgiyantoro in his book stated that a short story is a story that could be read once. [30]

b. Element of Novel and Short Story

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[25] Burhan Nurgiyantoro, *Teori Pengkajian Fiksi*, (Yogyakarta: Gadjah Mada University Press, 2007), p. 10

[26] Burhan Nurgiyantoro, *Teori Pengkajian Fiksi,* p. 15

[27] Ema Husnan et al, *Apresiasi Sastra Indonesia untuk SMTA Berdasarkan Kurikulum 1984,* (Bandung, Penerbit Angkasa, 1986)

[28]Francis Marion Crawford, (August 2, 1854 – April 9, 1909) was an American writer noted for his many novels, especially those set in Italy, and for his classic weird and fantastic stories.

[29]Hudson, Henry William, *Introduction to the study of literature*, (London: George G. &Harrap Company, 1913), p. 169

[30] Burhan Nurgiyantoro, *Teori Pengkajian Fiksi,* p.10

Elements of a fiction are the most important of a fiction work. It helps the writer to render their imagination into words. These elements are connected and dependent to construct the whole story.

According to Stanton and Chapman, the element of a fiction could be divided into two main parts: intrinsic and extrinsic elements.[31] Intrinsic Elements are the elements of the fiction works that develop the story from within, on the other word, the intrinsic elements are the elements that made the fiction work a fiction work. The elements harmoniously combined each other to build the story. These elements can be found easily in each of the fiction works, including the theme, plot, character, setting, language, etc. Extrinsic Elements, in the other hand, are the elements that support the whole story. These elements are not directly influence the story but help the development of the story from the outer side. Some of the extrinsic elements are; the subjective of the author, biography of the author, psychology of the author, psychology of the reader, current economic condition, culture, tradition, etc. The influence of an extrinsic element is not significant -some litterateur even considers it as unimportant- but the extrinsic elements together with the intrinsic elements build a concrete building of a fiction work.

William Henry Hudson stated that the composition of any prose fiction are the plot, characters, dialogue, time and place of action, style, and implied philosophy of life.[32]

Based on the previous explanation, the elements of a novel and short story could be summarized as follows:

1. Theme

Theme is a general idea or insight about life that a writer wants to convey in his work.[33] Emma Husnan labeled the theme as the 'soul' of the story. [34]

Theme is simply the moral of the story. It is the message that wish to convey or the lesson that the reader should learn. Theme is revealed through the values of characters when confronting obstacles and resolving conflict in pursuit of their goal. It can be considered as the foundation which the whole story is based upon.

2. Character

One of the most important aspects of fiction work intrinsic elements is character. Ema Husnan defines character as the people that appeared in the story with different attitudes,

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[31] Burhan Nurgiyantoro, Teori *Pengkajian Fiksi*, p. 23

[32] Hudson, Henry William, *Introduction to theSstudy of Literature*, (London: George G. &Harrap Company, 1913), p. 171

[33] Hodgins, Francis and Silverman, Kenneth, *Adventures in American Literature – Heritage Edition*, (New York, Harcourt Brace Jovanovich, 1980) , glossary

[34] *Ema* Husnan, Apresisasi *Sastra Indonesia,* p. 138

mannerisms, and even appearances of characters that can greatly influence the other major elements in a literary work.[35]

Characters are the people in the story who are responsible for the thoughts and action. Character also act on one another and develop as a result of the interactions; which is often most of what a main stream novel is about.

On the other word, character is people presented in narrative work, or drama, interpreted by the readers having moral quality and certain tendency as being expressed in what they say, and what they do. Those definition shows that story's effectiveness is hugely depend on the character. Even the other elements such as theme, plot, setting, etc. are well constructed, the readers cannot emotionally involved in the story without responding to the characters.

3. Plot

Plot is the sequence of events or action in a short story, novel, play, or narrative poem. [36] William Henry Hudson described plot as the incident that appears and evolve simultaneously from one another. [37] Plot is the movement in a story toward the resolution.

Nothing happens at random. Every scene should further the plot. Plot is shown through the actions and agendas of the characters. Throughout the story, they overcome obstacles until they finally reach their goal(s). If the novel is well plotted, the stakes will get higher and higher thereby creating tension.

4. Point of View

Point of view is the author's way of telling the story. It is a vantage point from which a narrative is told. Point of view is simply who is telling the story. Point of View can be done by several ways. In first person, one character is speaking in the 'I' voice. Second person, which uses 'you,' is the least common point of view. Third person, who can be handled in a variety of ways, is the most often used method. In third person limited, the narrator can only go inside the head of the character telling in the story. This requires the character to be in every scene which must be told through their eyes. Third person gives the author the freedom in writing. Using this point of view, the author can have different point of view characters for different scenes.

According to Francis Hodgins and Kenneth Silverman, Point of View could be divided into two parts; First Person Point of View and Third Person Point of View. First

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[35] Ema Husnan, Apresisasi *Sastra Indonesia,*
[36] Hodgins, Francis and Silverman, Kenneth, *Adventures in American Literature – Heritage Edition*, glossary
[37] Hudson, Henry William, *Introduction to the Study of Literature*, p. 179

person point of view means that the story is told by one of the character in the story. Third Person Point of View means that the story is told by someone that is not in the story. The narrator articulated the story from a specific point of view[38].

Burhan Nurgiantoro divided the point of view into three parts;[39] the first is third person persona, it means that the story is told by the person that is outside of the story. The second is first point persona or 'me'. In this point of view, story is told by the person that involved in the story. The narrator told the reader about his/her own consciousness, what he/her sees, listens, acts, feels, etc. The third point of view is mixed persona. This point of view merged the previous two points of view in one story.

5. Setting

According to Francis Hodgins and Kenneth Silverman, setting is the time and place which events in the stories occur.[40] Setting is another aspect traditionally included in analysis of prose fiction and it is relevant to discussion of other genres. The term 'setting' about the location, historical period, and social surrounding in which the action of the next develops. Setting can be defined as the place and period of the story, the canvas on which dramatic events are drawn in details.

3. Characterization

A good fiction work is a harmonization between human nature and human spirit embodied in the character.[41] As mentioned in the previous chapter, characters are the people appeared in a story. Characterization is much complex than character, it is a system of an author to describe his character.

1. Creation of Character

Author could describe their character in various ways. According to William Henry Hudson, there are two ways of imaging the character; direct or analytical and indirect or dramatic.[42] Using direct method, an author portrays his character from the outside; author described clearly the character's passion, motives, thought, feeling, etc. in the other hand, indirect or dramatic, the character portray itself from the inside either through its action and speech or by comments and judgments of other characters in the story.

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[38] Hodgins, Francis and Silverman, Kenneth, *Adventures in American Literature – Heritage Edition*, glossary
[39] Burhan Nurgiantoro, *Teori Pengkajian Fiksi,* p. 246
[40] Hodgins, Francis and Silverman, Kenneth, *Adventures in American Literature – Heritage Edition*, glossary
[41] Hallie and Burnett, Whit, *Fiction Writer's Handbook,* (s
[42] Hudson, Henry William, *Introduction to the Study of Literature*, p. 192

Francis Hodgins and Kenneth Silverman stated that the character could be presented in four methods[43]; the first is through the character's action. The second is through the character's thought and speeches. The third is through the character's physical description and last through the opinion of other character.

2. Components of Character

According to Hallie and Whit Burnett, the important parts of a character are sexes, names, faces and speeches.[44] As soon as the stories are acquired, an author had to determine the character's sex. The gender of a character must be definitely defined whether the character is going to be a S*he* or a *He.* The sex lives, sex habits and sex needs are something else that comes later with the character.

Names of the character must be preferred carefully as the name sometimes does not suit the character as it develops. According to Mary O'Hara, the right naming is part of the very structure of the character.[45] With the wrong name the character looks wrong. It is also highly advised not to give the characters the same letter or sound in order to avoid the confusion of the reader to distinguish between characters, for example, Henry and Harry.

Faces deals with not only the literal face of the character, but all of the physical appearance of a character. It defines character's height, weight, body structure, disabilities, etc. Speeches or dialogue are one of important point of a character. Character's rhythm, inflection, accent, emphasis, tone, and the shaping sentences define the manners of the character.

3. Categories of Character

According to Burhan Nurgiyantoro, character could be categorized based on various criteria.[46] They are:

a. Main Character and Peripheral Character

Main character is the character that considered as the most important character in a fiction work. It is the most narrated character, whether as the hero or the one who is affected in the action. Even in certain novels, a main character always presents in every event and can be found in every page. Main character in a novel could be more than one.

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[43] Hodgins, Francis and Silverman, Kenneth, *Adventures in American Literature – Heritage Edition,* p. 503
[44] Hallie and Burnett, Whit, *Fiction Writer's Handbook,* p. 53
[45] Hallie and Burnett, Whit, *Fiction Writer's Handbook,* p. 54
[46] Burhan Nurgiantoro, *Teori Pengkajian Fiksi,* p. 176-194

The peripheral characters are some characters that are presented only once or a couple of times in a story, and it may be in a relative short narration. The appearance of peripheral in the whole story is less, not important, and it appears only if there is any direct or indirect connection with the main character.

In short, main character are the characters that has significant role in the story and the peripheral character are the characters that less important than the main character since its role is only supporting the main character.

b. Protagonist Character and Antagonist Character

A protagonist is a character that the reader adores. It is the hero, a materialized form of ideal human being. In other word, the protagonists are the characters that stood on the good side and usually gather the sympathy from the readers and made them emotionally attached.

On the contrary, the antagonist characters are the character that stood on the bad side, they are the anti-hero. Thus, it could be easily stated that the antagonist are the complete opposite of a protagonist characters, either directly or indirectly, physically of physiologically. Despite of the wickedness of the antagonist character, they are regarded as an important part of the story since they stand in opposite way with the protagonist and thus arouse the conflict that could make the story more attractive.

c. Flat Character and Round Character

Flat, simple, stock, or stereotyped character, in its origin form, is a character that only has certain individual quality, one certain character. The character is one-sided and possessed no more than one or two traits.[47] As a human being character, any possibility of his life side is not revealed. He does not have any characteristic or behavior that can give any surprising effect to the readers.

In the other side, round characters are the characters with much more complexity and could be seen in any angle. Every possibility of life side and personality is revealed. It could have had a certain characteristic that can be formulated, but he can also present various characteristic and behavior, even can be in contradiction and hard to be guessed. Therefore, it is difficult his characterization precisely in general. Compared with simple character, complex character is more likely as a real human being, because besides having any possibility of behavior and action, he also gives surprise. Thus, complex character is more complicated to understand, less familiar because the character presented is not really known beforehand.

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[47] Hodgins, Francis and Silverman, Kenneth, *Adventures in American Literature – Heritage Edition*, p. 524

d. Static Character and Developing Character

Static character is a story character that essentially does not experience any challenging or developing characterization as the result of events happened in the novel. This character apparently less involved and not affected by any change of environment. It is similar to coral stone that is unshakeable though is rammed by the waves every day. Its behavior and characteristic are relatively consonant, not evolving, from the beginning to the end of the story.

On the other side, developing character is a character that experienced changing and developing characterization in compliance with developing events and plot narrated. The changing that outside the character, and the relationship among other character which are affected each other can possibly touch his soul and can cause the changing of his developing character and behavior. Thus, this character and behavior will change and develop from the beginning, middle, and the end of the story suitable with the whole coherence on the story.

e. Typical Character and Neutral Character

Typical character is a character whose individually situation is less presented, but his nationality or works are more presented, or some other things that possibly more represent. It is a description and reflection of people, or a group as a part of one institute, which exist in real life.

While neutral character is a character that only exists for the story itself. He is an imaginary character who lives and exists only in fiction. He presents or is presented only for the story; he could even be the storyteller, or the main character. His existence does not have any pretensions to represent or to describe something outside him, someone outside from real life. Or at least, readers experience difficulty to interpret it, due to the lack of evidences reflected from real life.