

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter discusses finding and discussion of the study. Based on the formulated research question, the writer analyzed the kind of fiction elements aspects are found in short story. Moreover, there are two sections in this chapter. Firstly, finding, it explains the data gathering based on the theory. Secondly, discussion, it explains about the analysis of the data that found from the short story.

#### A. Finding

##### 1. Theme

NO	TITLE OF STORY	THEME
1	The Lion and the Mouse	<i>Animal : The definition of strong and weak is just a matter of point of view, and life needs each other.</i>
2	The boy and the wolf	<i>The mischief of a young man</i>
3	The farmer, the boy, and the horse	<i>The social view of the community towards poor farmers</i>
4	Sinbad and the Genie	<i>Human relationship with genie</i>
5	The Farm Girl and the Milk	<i>A simple life of a dairy farmer in a village full of dreams</i>

## 2. PLOT

TABLE 4.2			
NO	PLOT		
1	The Lion and the Mouse	Exposition	<i>One day a lion was sleeping. A mouse ran over his face and woke him up</i>
		Complication	<i>The lion was angry. He caught the mouse and said, "I'll eat you up. That will teach you not to wake up the king of the animal!"</i>
		Rising action/crisis	<i>A few days later, some hunters came and caught the lion. They tied him to a tree with strong ropes. Then they left him and went to the village. They wanted to keep the lion and sell him to the zoo. But they needed more men.</i>
		Climax	<i>The lion roared and roared. He was very angry, but he couldn't move. The mouse heard the roaring and run to him.</i>
		Resolution	<i>The mouse heard the roaring and run to him. "Now you will see what I can do for you," he said. Little by little, the mouse cut through the ropes with his teeth. Soon the lion was free.</i>
2	The boy and the wolf	Exposition	<i>One there was a boy who lived in a village. Every day he went out to the fields with his father's sheep. He stayed with the sheep all day. In the evening, he came back to the village.</i>
		Complication	<i>One day the boy thought, "I don't like this job! I'm alone all day with these sheep. I don't see or talk to people all day." He sat there for some time. Then he had an idea. He jumped up and began to shout. "Wolf! Wolf!"</i>

		Rising action/crisis	<p><i>"Where is the wolf?" they asked.</i></p> <p><i>"Oh, there's no wolf." Said the boy.</i></p> <p><i>"I was lonely, and I just wanted to talk to somebody."</i></p> <p><i>"Bad boy!" said the people. They went back to the village.</i></p>
		Climax	<p><i>They were very angry. "Don't do that again!" they said. "Next time we won't come. We have work to do. We can't come here to talk to you!"</i></p> <p><i>Later that same afternoon, the boy heard a noise. Its came from the forest nearby. Then he saw something behind the trees. It was big gray wolf.</i></p> <p><i>"Help! Help!" shouted the boy.</i></p> <p><i>"There's a wolf!"</i></p> <p><i>The people in the village heard the boy, but this time they didn't come.</i></p> <p><i>The boy climbed up a tree, and he couldn't save the sheep from the hungry wolf.</i></p>
		Resolotion	
3	The farmer, the boy, and the horse	Exposition	<p><i>a farmer who wanted to sell his horse in town. One morning he started down the road with the horse and his young son. He and his son walked beside the horse. They passed some boys.</i></p>
		Complication	<p><i>"Why is that man walking? Said one of the boy. "He has a horse! Why isn't he riding the horse?"</i></p> <p><i>"Look at that man!" said one of the women.</i></p> <p><i>"He's on the horse, and his poor boy is walking."</i></p> <p><i>"Look at that boy!" said the old man. "Young people have no love for their parents these days! There he sits on the horse, and his poor farmer has to walk."</i></p> <p><i>"Two people on a horse!" said the girl. "The poor animal!"</i></p>

		Rising action/crisis	<i>They came to a bridge over a river. Some people were fishing from the bridge. "Look at that!" they said. "A man carrying a horse!" They laughed and laughed.</i>
		Climax	<i>The horse was not happy. He began to move and kick soon the horse, the farmer and his son all fell off the bridge and into the river. The horse ran home. The farmer and his son climbed out of the river.</i>
		Resolution	<i>"Next time," said the farmer. "I won't listen to other people. I'll do it my way."</i>
4	Sinbad and the Genie	Exposition	<i>Sinbad the sailor was at the seaside. He sat down by the water. Somebody called to him. He looked around. There were no people nearby, but there was an old bottle. He looked at the bottle. In it, there was a very, very small person. It was a genie.</i>
		Complication	<i>"Thank you, sailor. I was in that bottle for a long time, and now I'm very hungry. My last meal was 5,000 years ago. I think I'll eat you!"</i>
		Rising action/crisis	<i>"The genie was angry. His face was all red. He looked terrible. "I'll show you!" He shouted. "Look at me! I'll change in front of your eyes again!"</i>
		Climax	
		Resolution	
		Exposition	There was a girl who lived on a farm. Every day she took care of the cows. She milked

5	The Farm Girl and the Milk		them, and then she made butter and cheese. One morning her father said, "You are a good girl. You work very hard.
		Complication	<i>You can have some of the milk this morning. You can take it to town and sell it at the market. Then you can keep the money and buy something nice."</i>
		Rising action/crisis	<i>The farm girl was very happy. She closed her eyes, thinking about the prince. She didn't see a large stone in the road.</i>
		Climax	<i>Her foot hit the stone, and down she went. Down went the milk, too - all over the road. And that was the end of the eggs, the chickens, the dress, and the prince.</i>
		Resolution	

### 3. CHARACTER AND CHARACTERIZATION

TABLE 4.3					
No	Title	Character			Characterization
		Protagonis	Antagonis	Plat	
1	The Lion and the Mouse		The Lion  <i>The lion was angry</i>		<i>The lion roared and roared. He was very angry</i>
		the Mouse  <i>You will be glad someday. If you do this for me, I will do something for you."</i>			<i>the mouse cut through the ropes with his teeth. Soon the lion was free.</i>

2	The boy and the wolf		The boy  <i>“Bad boy!” said the people.</i>		Liar young man  <i>“Oh, there’s no wolf.” Said the boy. “I was lonely, and I just wanted to talk to somebody.”</i>  <i>“Don’t do that again!” they said</i>
3	The farmer, the boy, and the horse			The farmer	The farmer not standing Farmers who have no principles/standing  <i>“They’re right,” said the farmer</i>  <i>“Next time,” said the farmer. “I won’t listen to other people. I’ll do it my way.”</i>
4	Sinbad and the Genie			Sinbad	Sinbat is clever as a sailor  <i>The genie was very big and strong and he had Sinbad in his hand, but Sinbad was clever.</i>
				Genie	The genie is angry person and arrogant  <i>“The genie was angry. His face was all red. He looked terrible. “I’ll show you! “He shouted. “Look at me! I’ll change in front of your eyes again!”</i>  <i>“Little?” said the genie, in an angry voice.” I’m not little. I’m very big!”</i>

5	The Farm Girl and the Milk				<p>The farm girl is careless.</p> <p><i>The farm girl was very happy. She closed her eyes, thinking about the prince. She didn't see a large stone in the road.</i></p> <p>diligent female farmer</p> <p><i>Every day she took care of the cows. She milked them, and then she made butter and cheese</i></p>
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#### 4. SETTING

TABLE 4.4				
NO	TITLE	TIME	PLACE	ATMOSPHERE
1	The Lion and the Mouse	Was sleeping	A tree and the village	forest
2	The boy and the wolf	All day, in the evening,	The forest and the village	A noise from the forest
3	The farmer, the boy, and the horse	On the morning, and the next day	In the town, in the road, bridge, and river	the road to the market which is quite crowded
4	Sinbad and the Genie	One day, 5,000 years ago.	Seaside, old bottle, water/sea	debate of opinion
5	The Farm Girl and the Milk	Once there was one morning	Road, town, market,	cattle farm

#### 5. POINT OF VIEW

TABLE 4.5
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No	Title	The Omniscient	The First-Person	The Third- Person
1	The Lion and the Mouse			<i>A mouse ran over his face and woke him up. The lion was angry. He caught the mouse and said, "I'll eat you up"</i>
2	The boy and the wolf			<i>He sat there for some time. Then he had an idea. He jumped up and began to shout.</i>
3	The farmer, the Boy, and the Horse			<i>"She's right," said the farmer. He got down from the horse, and he put his son in it. They walked some more. They passed an old man.</i>
4	Sinbad and the Genie			<i>He said to the genie, "How can you eat me a little thing like you?"</i>
5	The Farm Girl and the Milk			<i>The farm girl was very happy. She closed her eyes, thinking about the prince. She didn't see a large stone in the road.</i>

## B. Discussion

Based on the findings, there are several elements found in the short stories that show the elements found in *The Lion and the Mouse*, *The boy and the wolf*, *The farmer, the Boy, and the Horse*, *Sinbad and the Genie*, and *The Farm Girl and the Milk* are those relating with themes such as animals, young boy and girl, genie, farmer those relating to other elements. Those elements are good enough to be used as materials for teaching English in the class. They can be used for teaching



language skills as well as other language areas such as grammar, pronunciation, and vocabulary. Here, the writers propose what can be taught with the short stories.

The first story titled *The Lion and The Mouse* explores a type of fiction known as fables. These stories according to Romdoni (2020) suggests a relationship between objects and/or people, it is used mainly as an introductory lesson towards grammatical structures and comprehension. Because fables are usually themed around animals, such as this fable, it is more likely to be read by younger people. The plot of the fable is also easy to follow since the story itself only has a basic plot structure, therefore grammatically it is possible to study paragraph cohesion using stories like this, provided that the educator also points out that each paragraph corresponds to a plot point which should resolve the plot point from previous paragraphs. This fable also only has two main characters beside a secondary character (i.e., the hunters); this largely teaches students of English language how to arrange dialogues between each character and to structure sentences regarding conversations. The characterization on the story teaches the students how to write nuanced dialogue which exemplifies a character's personality. The story has a basic setting, only having one place and two times separated by a time skip, the time skip itself teaches students about linear time progression in stories. Lastly, point-of-view wise the story being told in third person makes it easy for students to practice passages from that perspective.

The second story is much more complex in terms of characterization, plot, and setting. Largely, it is similar to the first story albeit not being a fable. The structure of the story itself conveys a simple plot structure, although this story has

a much more developed pacing where there's a noticeable dip in the plot after the first escalation. A study done by Chan et al. (2018) describes plot points and modifications of it is one of the components affecting receptiveness from students when tested by retelling a story. Thus, this story would fare better as a subject to educate students on their lexical-syntactic level. The characterization on this story exemplifies a change in character from sympathy to distrust, which influences their speech pattern and students might see this change and use it as a way to denote a sentence's neutrality. Usage of repetitive actions in this story also gives a clue to students on how to approach describing such actions in English.

The third story has more character than all of the other stories in this study, but the characterization on this story is not that much, since most of the story ultimately presents only two characters: the farmer and the other people. Because of that issue, the theme all the way to the point of view of this story is largely similar to the first story. However, as this story is heavy in dialogue, it is an extensive subject for students to study dialogue writing much closer to screenplay than short stories.

The fourth story is a much more descriptive story in terms of themes, settings, and plot. The story as a whole demonstrates to the students how to write stories that seem bigger than it actually is. Stories like these according to Ulu (2019) is part of a positive contributing factor for students with respect to their imagination and development of their vocabulary. The setting of this story suggests a time and place far beyond the scope of the story, teaching students how to build a world while writing. The plot, while basic, posits a clear point on where a sequence

of events starts and ends; this makes studying for a plot and making stories much easier.

The fifth story is vastly different from other stories in this study, in that the stories plot is not a linear timeline. This fact about the story gives an idea for students to experiment with their stories' timelines, since not every story is told with a linear sequence of events. Other aspects of the story are similar to the rest of the stories in this study, with the exception of the setting. The setting in this story is expansive with many hints of a world beyond the story; by hinting at a town beyond the farm, the story suggests of a kingdom. This is valuable in studying conversational hints for students new to English.