

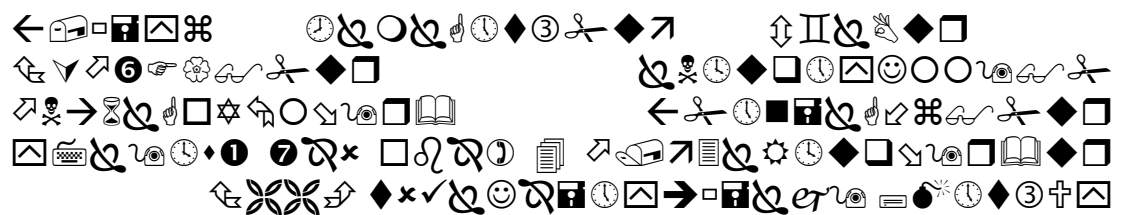
**CHAPTER I**  
**INTRODUCTION**

**A. Rationale**

Human beings as social creatures cannot live without others' helps. People need to interact with other people from all over the world. The interaction is usually done through communication which they can share or exchange their thoughts, feelings, and ideas. In communication, language is a fundamental instrument to express those as defined by Manser that language is a system of sounds or words that is used by human to communicate thoughts and feelings.<sup>1</sup>

From the definition above, we can state that people have to master a certain language to be able to communicate their thoughts and feelings well. By language, people are able to extend any expression such as ideas, experience, feelings, thoughts, either written or orally and they can understand one another.

The variety of languages is one of Allah's Greatness as His words in Holy Qur'an (*QS. Ar-Ruum. 30:22*):



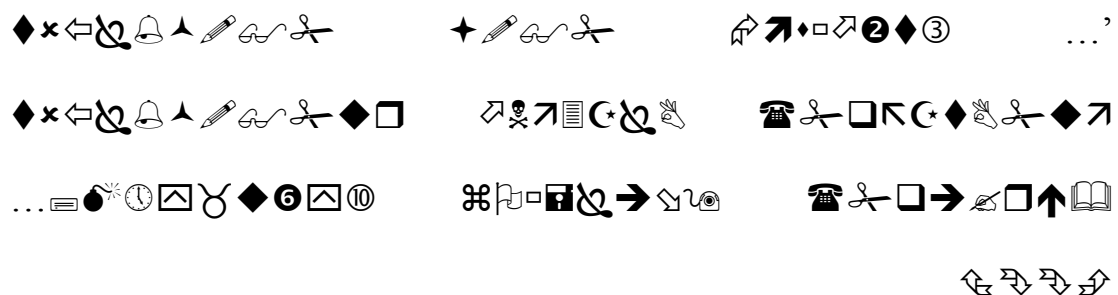
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<sup>1</sup> Martin H. Manser, *Oxford Learner's pocket Dictionary*, (New York: Oxford University Press, 1991), p. 233

Based on that verse, we have to study in order to be able to communicate in a foreign language well, especially English; we need education which related to it. Education which is covered all aspects of language learning.

Education is an aware effort to prepare the learners through guidance activities, teaching and/or training for the future role (The Constitution of The Republic of Indonesia No. 2, 1989, C 1, paragraph 1).

Education is a significant factor for every body, Allah said in the Holly Qur'an (*Surah Al-Mujaadilah: 11*) as follws:



According to that verse, it is obvious that we as human beings have to do many things including study in order be able to raise our dignity in front of other people and most crucial in front of our God.

English has been an international language for a long time. It has spread globally all over the world. It is found in every country in the world. It is also becoming the international language of printed information as well as electronics media such as television, radio, internet, etc.

In some countries, English is a native language (mother tongue), in other countries it is treated as a second language or foreign language. The estimation of the users of English worldwide is about one billion to two billion. About 300 millions

people use English as mother tongue or native language. Never before has long been to widely used by so many people all over the world.<sup>2</sup>

English is a foreign language studied by Indonesian students, and even now the government permits it to be studied to elementary students from the third year until the university, and even in certain schools it is studied since first grade. The role of English is very significant, and it is the very first foreign language that has to be studied.

Entering the free trade era, English is becoming more and more to the educated Indonesians specifically and all the Indonesian people in general. So that learning of English is preferred either by students of general community.

The expectation is that they will be able to face all the challenges in the advanced era that cannot be avoided. Besides, English will be much more useful when we want to get a good job, for proceeding an education to higher level, and in the other field English is also being an absolute requirement to be mastered.

Grammar is one of the important subject matter that should be mastered in learning English. It helps students to construct a grammatically correct utterances and writing, grammatical sentence is easily understood by interlocutors rather than ungrammatical one. Moreover, in written language, the writing has to be constructed in grammatically accepted one.

One aspect of grammar is a degree of comparison. It is a part of grammar which is a basic knowledge of English that should be mastered. Thus, it is introduced

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<sup>2</sup> David Chrystal, *English as a Global Language*, (Great Britain: Cambridge University Press, 1997), p. 287

to students since the beginning level. It is important for students to have ability in degree of comparison in order to support their English knowledge and skill.

Degree of comparison is used to compare between two or more objects. In English comparison, it is expressed by many different rules according to the degree or comparison that is being studied. That's why, it is very important for students to know the grammatical rules in general and degree of comparison specifically.

The form of an adjective often changed to show the extent or degree to which certain quality it is presented.

Although these expressions are used frequently in English conversation, we can expect to find them by reading some materials such as newspaper, journals, magazines, novels, drama, etc. which can increase our language skill in terms of English language structure.

In education field, there are four basic skills in English should be learnt, they are: Reading, writing, speaking and listening. Regarding those skills, language has four general functions. First, heuristic function of language which means that it is used to understand the lesson in teaching-learning process, second is that language is used to change or influence the environment (manipulative function), third is that language has imaginative function, in this term, language is not used to explain but to develop an imagination, especially in literary work such as novel, poetry, short story, etc., fourth is ideational function which mean that language is used to tell other people about ones' experiences or ideas.<sup>3</sup>

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<sup>3</sup> Tim Penyusun, *panduanPengembang Silabus Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2006), pp. 4-5

Based on all of those functions, the writer will discuss about English language in term of Heuristic Function which means that it is used to understand lesson in teaching-learning process. The writer will also discuss it in term of Imaginative function which means that it is used not only to explain but also to develop an imaginary, especially in literary work such as novel which what we get in literature course.

In addition, learning literature helps us to develop our reading skill and other skills as well.

R. J. Roes in his book *English Literature: an Introduction for Foreign Readers* stated that literature is a writing which expresses and communicates thoughts, feelings, and attitudes toward life. What makes it different with other piece of writing such as news articles or advertisements is the permanent quality it has. A work of literature can be enjoyed hundreds or thousands years later, or it is intended to last for future generation, not only 'here today gone tomorrow'.<sup>4</sup>

Beside that, literature has the following qualities: First, psychological truth, which is a work of literature, is actually part of our experience or life reflection, like the experience of feeling of love, anger, or even hurt. Second is originality which the writer has a special way to present the old themes into a new and fascinating light. Third is craftsmanship that is a technical skill possessed by the writer in using the language. Through his creative imagination, the writer is able to use a special style in

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<sup>4</sup> R. J. Roes, *English Literature: An Introduction for Foreign Readers*, (London, The Macmillan Press Limited), pp. 2-3

language. The last is a consciousness of moral values that is literature reminds us that the idea of good and evil is real and always exist in the world.<sup>5</sup>

Since literature is a creative work of art, it is always interesting to discuss about it because it is need deeper understanding to find some implicit values, like plots, settings, themes, characters, etc. It can bring us toward the better understanding of our fellow human beings. Therefore, by studying about English literature we can get more knowledge about English speaking country, the people, the language itself, and the culture. As it has been stated above, that literature is a reflection of life, for foreign readers, English literature can give a picture of the people's character as well as the social condition during a certain place and a certain era in English speaking country.

Literature can be divided into three types: Prose, poetry, and drama. Hoad defines prose as a form of a language not restricted in measure or rhythm. Prose also divided into two types, they are fiction and non-fiction. Non-fiction are biography, autobiography, and essay, while fiction are novel, short story, legend, fable and fairy-tale.

Among all types of prose, it seems that the work of fiction has the most readers. When we read a work of fiction, we should aware that it contains the following elements: Theme, plot, characters and characterization, setting, point of view and style.

One type of fiction is novel, Hornby stated that novel is a story in prose, long enough to fill one or more volumes, about either imaginary or historical people. Smith defines it as "fictitious prose tale in which integrated plot, profession to be cut

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<sup>5</sup> *Ibid.* pp. 5-9

from real life is woven around characters and action”. While Roes defines it as “a fictitious prose narrative of considerable length in which characters and actions are representative of real life portrayed in a plot of more or less complexity”.<sup>6</sup>

Based on all of those reason, the writer is interested in analyzing the novel in terms of structure or grammar which is there or being used in the novel.

In this thesis proposal, the writer will discuss about one of English novel that is *Silas Marner: Weaver of Raveloe*, a novel wrote by George Elliott who is one of the leading authors of the Victorian era.

**Mary Ann (Marian) Evans** (22 November 1819 – 22 December 1880), better known by her pen name **George Eliot**, was an English novelist. She was one of the leading writers of the Victorian era. Her novels, largely set in provincial England, are well known for their realism and psychological perspicacity.<sup>7</sup>

*Silas Marner: The weaver of Raveloe* is a dramatic novel by George Eliot which was first published in 1861.

In *Silas Marner*, Eliot combines humour and rich symbolism with a historically precise setting to create an extraordinary tale of love and hope. This novel explores the issues of redemptive love, the notion of community, the role of religion, and the status of the gentry and family. While religion and religious devotion play a strong part in this text, Eliot concerns herself, as always, with matters of ethics, and it is clear that for her, ethics exist apart from religion. On the surface, the book has a strong moral tract; the bad characters like Dunstan Cass get their just desserts, while the good, pitiable characters like Silas Marner are richly rewarded. Although it seems like a simple moral story with a happy ending, George Eliot's text includes several pointed criticisms on organized religion, the role of the gentry, and the impact of industrialization. It was written in the period during Industrial Revolution and may be a reaction against it.<sup>8</sup>

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<sup>6</sup>Rahmila Murtiana, *Introduction to English Literature: Types of Literary works*, (Banjarmasin, Diktat, 2006), p. 40

<sup>7</sup> [http://en.wikipedia.org/wiki/George\\_Eliot](http://en.wikipedia.org/wiki/George_Eliot), February, 02, 2009

<sup>8</sup>. *ibid*

Ultimately, *Silas Marner* is a tale of familial love and loyalty, reward and punishment, and humble friendships.<sup>9</sup>

All of these qualifications and the uniqueness of the characters portrayed in this novel have made the writer interested in making the study about it.

Based on the problem above, that is to learn and understand more about structure especially degree of comparison in the novel and related to what we have studied in literature course about the importance of novel as a literary work, the writer is interested in making a research about **“An Analysis of Degree of Comparison in George Eliot’s Novel *Silas Marner: Weaver of Raveloe*”**.

To avoid misunderstanding toward the title, the writer will explain about some terms of the title as follow:

1. Analysis

That is to examine the nature of something, especially to separate it into parts either by judgments or comments.

2. Degree of Comparison

A part of English structure which studies about quality of noun by using adjective and adverb and to compare one thing to another. It has three degrees: positive degree, comparative degree, and superlative degree.

3. George Eliot

An English novelist, she was the leading writers in the Victorian Era who wrote this novel.

4. *Silas Marner: Weaver of the Raveloe*

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<sup>9</sup>. *ibid*



The title of the novel and also a main character (the protagonist) in the story.

## **B. Statement of Problem**

Based on the topic, this study tries to analyze degree of comparison used in this novel and the problems of study are :

1. How is the description about degree of comparison in *Silas Marner's* novel?
2. What types of comparison are used the most in *Silas Marner's* novel?
3. How is the description about intrinsic elements in *Silas Marner's* novel ?

## **C. Reason For Choosing Title**

There are some reasons of why the writer choosing the title, they are :

1. The writing structure in the novel is constructed by text, paragraph, sentences, grammar, and vocabulary which are studied in language structure.
2. The language structure and grammar especially degree of comparison in the novel can improve our knowledge in terms of English as a foreign language.
3. Novel is a kind of literary works studied in literature course which gives us knowledge about history of a country where the people use language that we learned, people's characters and its values.
4. Reading English version novel is very important for English department students in order to improve skills, such as vocabulary and speaking.

5. Novel "Silas Marner: Weaver of Raveloe is a very good book within a good story, many kinds of moral aspects can be taken and it can either be read by advance or intermediate level levels of students.

#### **D. Purpose of Study**

The purpose of this study would be as follow:

1. To get a description relatively complete about the degree of comparison in the novel *Silas Marner*.
2. To find out more about intrinsic elements in the novel *Silas Marner*.
3. To give an alternative kind of research paper in literature field.

#### **E. Significance of Study**

By knowing the result of the research, it is hoped that:

1. This study would be a contribution in analyzing degree of comparison in the novel particularly mentioned in *Silas Marner's novel*.
2. We can understand more about the grammar or structure especially degree of comparison.
3. This study can be a contribution for the lecturers in order to make them easier in explaining about degree of comparison in the Structure Subject.
4. It is can be information to other researchers who want to study it deeper.

5. It is will be used as the material of the teaching and learning of the literary works and appreciation to the Institute of Islamic studies Antasari Banjarmasin.

## **F. Method of Research**

### **1. Library Research**

In doing this research, the writer chooses library research which describes degree of comparison and the intrinsic elements in the novel by using the objective approach as the most appropriate method for this study. There are six main steps in doing this research, these are:

- a. Consulting library catalogue

The writer will hunts for the related material by consulting the catalogues.

- b. Selecting the related references

The writer selects the available references which are related to answer the research problem, this is the most crucial step because it is possible that the available references do not contain the needed information, and then the writer must read quickly each references and the reading may end up in to nothing valuable at all. If that is the case, so the writer must move on hunting for other references.

- c. Note-taking from available references

It is also important, what and which to take in to notes will be a matter of trial and error which determines the adequacy of the notes.

- d. Picking quotations throughout the novel and analyzing the use of degree of comparison and the intrinsic elements in the novel.

This step is the guidance in the formulated problem limitation; it means that the problem must be made more operational so that the writer can pick the right quotation. The data of this part are based on the paragraph and dialogues which consist of degree of comparison.

## **2. Subject and Object of Study**

### **a. Subject of Study**

The subject of this study is a classic novel written by George Eliot entitled *Silas Marner: Weaver of Raveloe*. It was first published in London at 1861

### **b. Object of Study**

The object of study is the grammar or structure in the novel, the main focus of grammar elements that will be analyzed is degree of comparison.

## **3. Data and Sources of Data**

### **a. Data**

In qualitative research, the material or information considered as the data are usually form of words organized into extended text rather than in numbers<sup>10</sup>. There are two kinds of data in this study, they are :

- 1) Data about degree of comparison in the novel.
- 2) Data about how the author uses degree of comparison in the novel.

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<sup>10</sup>. Nanik Mariani, *Conversational Implicatures in Bernard Shaw's 'Pygmalion'*, (Graduate Program in English State University of Malang: Unpublished Thesis S2), p. 15

3) The information or many aspects related to the situation to answer the research questions. In this case, the setting of novel; such as time, place, social life, and the background of the study in the novel. The data in this information are needed in order to analyze the intrinsic elements in the novel.

b. Sources of Data

The data are selected through sources of data such as the novel itself, books which related to the subject, journals and online resources.

#### **4. Techniques of Data Collecting**

In this technique, the writer tries to collect some literatures and other library materials which are related to the study. The data for this study will be taken through the following procedures :

- a. First, the writer reads and comprehends the novel.
- b. The writer chooses the data dealing with the problem of the study.
- c. Then, the writer conducts on survey on the text (paragraphs and dialogues) in the novel.

The procedures of analysis can be described as the following procedures:

- a. Answer the questions stated as the problem of this study.
- b. Takes evidences related to the questions from the selected data.

In answering those questions, the writer adds her opinions to support the data. All answers of the questions are supported by theories which have been reviewed.

c. Codification

There are some codes to make the writer easier when she picks the quotations in the novels. Every paragraph and dialogue that will be taken as the data are written with the information of the chapter, the page number, and the line where the data found. (1→ chapter one, 15→ page fifteen, 4→ line four), for example :

‘The very *smallest* of the silver coins were picked out with care when he needed.’ This quotation is taken on chapter 1, page 15 and line 4.

## 5. Techniques of Data Processing and Analysis

a. Techniques of Data Processing

In this study, the writer will use two techniques of data processing, they are:

1) Editing

This technique is used in the purpose of re-examining all of the data collected to make sure whether they have already completed or not.

2) Clarify

The writer will clarify all of those data in order to make it easier within preparing it.

b. Data Analysis

Since the writer concerns with providing description of phenomena that occur naturally, without the intervention of an experiment or treatment, the method used to carry out this research is descriptive.

This research uses a descriptive method to describe the degree of comparison and its types in the novel *Silas Marner*.

The writer also uses the objective approach to analyze the literary work in this case, the intrinsic elements in the novel *Silas Marner*.

Analyzed literary work with the objective approach is called structural approach that means to the description of the theme, setting, character, and point of view in literary work.<sup>11</sup>

## 6. Research Procedure

There are some steps that are passed through in completing this study, they are:

### a. Preliminary Steps

- 1) To hold a prior observation to the number of literatures which are related to the research.
- 2) To consult the result of the investigation with the guiding lecturer.
- 3) To make a research proposal design to be approved by the Bureau of Thesis Writing of Islamic Education Faculty.

### b. Preparatory Steps

- 1) To hold a seminar on the research proposal design.

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<sup>11</sup> Zainuddin Fananie, *Telaah Sastra*, (Surakarta: Muhammadiyah University Press, 2000), p. 112

- 2) To ask the dean of Islamic Education for a written mandate to conduct the research to the literatures which are found in the library.

c. Research Steps

- 1) To collect the number of literatures from several resources.
- 2) To collect all of those data, process them in a procedural way, organize and then analyze them properly.

d. Organization Steps

Having all of the obtained data are completed, the writer will organize them soon in the form of research based on continual guide.

## **G. Organization of Content**

This study is divided into five chapters as follow:

First chapter is Introduction which consists of rationale, statement of the problem, reason for choosing the title, purpose of study, significance of study, and organization of content.

Second chapter is a theoretical review which consists about literature review and degree of comparison review.

Third chapter is about novel “Silas Marner: Weaver of Raveloe” which consists of biography of George Eliot, background of novel “Silas Marner: Weaver of Raveloe”, and synopsis of novel “Silas Marner: Weaver of Raveloe”.

Fourth chapter is Report of research finding which consists of theme of novel “Silas Marner: Weaver of Raveloe”, plot, setting, point of view, style, character and characterization, and analysis of degree of comparison based on its category in novel “Silas Marner: Weaver of Raveloe”.



Fifth chapter is Closure which consists of conclusion and suggestion.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Literature Review**

##### **1. Literature**

Literature is one of lesson taught in English program. By studying about English literature, it can increase our knowledge through the structure of language

used and culture which is told in story. Usually, literature as a work of art mainly contains about reflection of life or just imagination of the author. Whatever it is, it is always important to learn about it.

Another reason that important to study about literature is that strong connection between literature and linguistics. Literature needs structure to build the content, it needs rhetorical style. Rhetoric is a science of good speech or it can be said as art of saying in a proper beautifully which is studied in linguistic.

Generally, literature means thing which written alphabetically. It can be general writing such as book or journal, or newspaper, etc. But term of literature often connected with creative work or art. Using uncommon language and divided into fiction and non – fiction.<sup>12</sup>

The definition of literature is consisted in *wikipedia*, the free encyclopedia:

Literature is literally “acquaintance with letters” as in the first sense given in the Oxford English Dictionary (from the Latin *litteratura*, meaning ‘an individual written character / letter’). The term has generally come to identify a collection of texts or works of art, which in Western culture are mainly prose, both fiction and non-fiction, drama and poetry. In much, if not all the world, text can be oral as well, and include such genres as epic, legend, myth, ballad, and other forms of oral poetry and folktale.<sup>13</sup>

In a specific explanation, term literature means a more serious piece of writing such as poetry, prose, and drama which need a repeated reading and deep thought to understand it.

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<sup>12</sup> Jan Van Luxemburg, et. al., *Pengantar Ilmu Sastra*, ( Jakarta : Gramedia. 1986 ), cet. II, p.41

<sup>13</sup> Wikipedia, the free encyclopedia, *Literature*, ( <http://en.wikipedia.org/wiki/literature> ), December 21<sup>th</sup>, 2009

R. J. Roes, stated that literature is a writing which expresses and communicates thought, feelings, and attitudes toward life.<sup>14</sup>

What makes it different from other forms such as news articles or common journals is the permanent quality it has. A work of literature can be enjoyed hundreds or thousands of years later.

Through the author's creative imagination, they are able to use special styles in language. Consciousness of moral values, literature reminds us that the idea of good and evil is real and always exists in this world.<sup>15</sup>

A writing of literature cannot be separated from the experience of the author. The author can deliver a message of what he has experienced to the readers. Also the values which are contained in writing, so that readers get valuable experiences from what they read.

Reading literature helps us to encounter the diversity of culture and points of view to confront and interpret reality in a new life. Emotionally, by reading it we can gain a different perspective on the world and especially our own lives.

Literature is a reflection of life which can bring us toward a better understanding of our fellow human beings. By studying about it, hopefully we can get more knowledge about the country, people, culture, and language where the story is being told.

## 2. Novel

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<sup>14</sup> R. J. Roes, *Op.Cit.*, p. 2-3

<sup>15</sup> *Ibid.* p. 5-9

The terminology of novel basically is a fiction prose narrative of considerable length typically having plotted that is unfolded by the actions, speech, and thoughts of the characters.<sup>16</sup>

But the term novel based on its etymologist, derived from various languages, i.e. “novelty” ( English ) which means new, “novella” ( French ) which means new or young, and “novella” ( Italian ) which means short story.<sup>17</sup>

Novel is one of literary work – from of written language not in lines of verse, not restricted in measure or rhythm, consist of writing that does not adhere to any particular formal structures – besides short story, romance, folktale, etc., which is written in order to entertain and even to portray problems or realistic cuts from a real life.

The full length novel may consist of over 100.000 words, contain a number of characters – some of them are fully developed, have more incidents, scenes or episodes, have a number of setting and may take place in a long span time. It may has more than one theme, may has both minor and major crisis (conflict ) and climaxes.<sup>18</sup>

The definition of the term usually embraced several other criteria. There include artistic merit, fictional content, a design to create an epic totality of life and a focus on history and individual experience. Sometimes, it is related public and private histories. On the other hand, the novel can be viewed as a form or art, to be evaluated

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<sup>16</sup> Andogo New Media, “Novel / About Novel”, ( <http://www.andigo.com> ) December 15<sup>th</sup>, 2009.

<sup>17</sup> <http://www.plu.edu/~jensenmk/27literature.html>. December 15<sup>th</sup>, 2009.

<sup>18</sup> Sunaryo Basuki Koesnosoebroto, *The Anatomy of Prose Fiction*, ( Jakarta : Proyek Pengembangan, LPTK, 1988 ), p. 19.

in terms of the history of literature and calling for a specific sensitivity on part of the reader to be fully understood and being properly appreciated it.

A novel is a kind of prose tale which contains theme, plot, characters and setting. Every novel presents some problems and conflicts. The problems which are presented may have happened in a real life and also just imaginary of the author. Through novel, the author can tell a story which can either entertain people and also to give them a value that can be taken from it. The experience in the novel may be taken as a lesson in solving one's problem.

It can be conclude that a novel is a long story written as a literary work in prose which presentatives of a real life or an imaginary. Through novel, the author tries to involve the readers into his mind that is a world of story.

In order to understand it, readers must know the elements of novel namely intrinsic and extrinsic elements. Extrinsic element is something out of the story such as biography of the author, the creative process, social and moral values which is presented in the story. While intrinsic element is much more complicated than that which will be discussed further below.

### **3. Intrinsic Element of Novel**

The structure of novel is formed by theme, plot, setting, character and characterization, point of view, and style.

#### **a. Theme**

A good novel, certainly it has something to tell for the readers. The author may has an idea or an important message that he wants to deliver. It can be a daily life problems or his own opinion about something. Theme is a thing that becomes

conviction, behavior, and author's suggest about mean of problem that will be discussed.<sup>19</sup>

In other source, theme is the succeed problem sits on principal place in the story<sup>20</sup>. Actually, theme relates to all matters, may be problem of humanity, authority, affection, jealousy, and many more. To be able to find out a theme in the novel or story, readers must read the whole story until understand the content of the story and then can grasp the main idea.

Just like George Eliot's Novel *Silas Marner* is presented a real daily life which combines humor, rich symbolism with a historically precise sets to create an extraordinary tale of love and hope. In this story, the bad one get punished and the good one will be rewarded. The moral values are obvious within a simple idea.

## **b. Plot**

Plot usually constitutes pattern of developing story that formed by cause – effect relation. The pattern in developing story in short story and / or novel is different<sup>21</sup>. Generally, plot has important parts that are known as beginning, rising action, climax, falling down, anti climax, and ending.<sup>22</sup>

Ahmad Badrun, in his book divides plot into four kinds, they are:

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<sup>19</sup> Pamusuk Eneste, *Novel dan Film*, ( Yogyakarta : Percetakan Kanisius, 1991 ), cet. I, p. 57

<sup>20</sup> Ahmad Badrun, *Pengantar Ilmu Sastra ( Teori Sastra )*, ( Surabaya : Usaha Nasional, 1983 ), p.85

<sup>21</sup> Supratman, et.al., *Intisari Sastra Indonesia untuk SLTP*, ( Bandung : CV. Pustaka Setia, 2004 ), p. 87

<sup>22</sup> Pamusuk Eneste, *Op.Cit*, p. 20

#### 1) Chronological plot

This plot usually tells the sequence of events on chronological order. It means that the story goes chronologically, begins from exposition, exceeds complication and climax which begins from a certain and ended with solution.

#### 2) Flashback plot

It does not propose the accident combination chronologically but it proposes ending of the story then return to the beginning of the story.<sup>23</sup>

#### 3) Combination of Chronological and Flashback

Sometimes, the author tells a story not only uses one kind of plot, but also combines two kinds of plot. It's hardly to find a story which only use one kind of plot like chronological only or flashback only, because it's easier for author to combine both in telling his story.

#### 4) Closely and Distantly plot

In closely plot, it is looked that between the main plot and supporting plot cannot inserted a new plot, because the structure is closely. While in distantly plot the connection between the main plot and supporting plot is very distant, that's why is a possibility to insert a new plot.

### c. Setting

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<sup>23</sup> Ahmad Badrun, *Op. Cit*, p. 86

Setting means where the story takes place and when it is happened. Place include the physical environment of a story like a house, a city, or a certain place where the story takes place. Time is the time of the story happened like day, at what time, month, year and the era it is happened. Other elements in plot are also geographical location and the character's daily activities.

In literature or literary work, setting is an important part in building story which will decide the general situation. Therefore, it can be said that setting is the aspect of time and location where the events take place.

In other source, there are two settings, they are material setting and social setting. Material setting consists of nature, things, and environment. Social setting consists of customs, habits, lifestyle, etc.

#### **d. Character and Characterization**

There's a certain subject that plays a very important role in a story it is built a story from the beginning to the ending. Usually, characters in the story in novel are humans, but in a fantasy story of fable, the characters can be animals. So, it can be concluded that character is a person in a story. Generally, a story consists of main character who takes the most part of the events and supporting characters who support the action of the main character. In *Silas Marner*, main character is Silas Marner himself and the others as supporting character.

While characterization is an author's style in drawing and developing characters' attitude and personality. In a story, the author uses two techniques in drawing characters, they are:

- 1) Analytic technique



This technique is telling the characterization of the character immediately.

## 2) Dramatic technique

In this technique, the characterization is explained by:

- Description of physical and behavior of character
- Description of environment of character's life
- Description of character's structure of language
- Description of character's mind and thoughts
- Description characterization or other characters.<sup>24</sup>

From its role, character is divided into protagonist and antagonist.

Protagonist is the hero or the person with good manners. And antagonist is the opposites of protagonist, that is the enemy of the hero or person with a bad manner.<sup>25</sup>

### e. Point of view

Point of view means a view which a story is told or the way the author told a story. According to Griffith<sup>26</sup>, there are four points of view :

#### 1) Omniscient point of view

In this point of view, a story is told by the third person. The author tells a story and assumes complete knowledge of the characters' action

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<sup>24</sup> *Ibid.* p. 87-88

<sup>25</sup> Rahmila Murtiana, *Op.Cit.* p. 42

<sup>26</sup> Kelley Griffith, *Writing Essay about Literature*, ( University of North Carolina, USA : Hercourt' Brace Javanovich, 1982 ), p. 38

and thoughts. He can move from one place to another place or from one character to another. The author also gives his own opinion or views directly to the readers as the plot flows.

2) Limited omniscient point of view

Just like omniscient, the author still narrates a story but he limits it in revealing characters' thoughts.

3) First person point of view

A story told by the first person. For example the main character tells a story and uses pronoun 'I'

4) Objective point of view

In this point of view, the readers find out about characters from what they saying and what they doing.

## f. Style

Style is how an author tells a story using certain style of language. An author may use formal language or daily colloquial depending on the setting, plot or even characters of the story.<sup>27</sup>

Every author has different style in telling a story. According to that, every author has his own characteristic; some of them like to use long sentences while the other like to write short sentences. It depends on author's age, the way he developing story and also theme of the story.<sup>28</sup>

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<sup>27</sup> Rahmila Murtiana, *Op.Cit.* p. 43

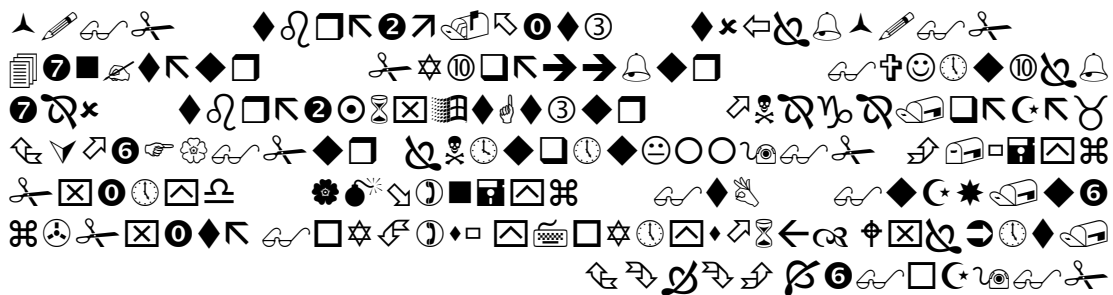
<sup>28</sup> Ahmad Badrun, *Op. Cit*, p. 93

### B. Degree of Comparison Review

One of knowledge that teaches about how to construct words into a proper sentence, or it can be said that before arranging a sentence in English, we must learn about grammar and structure first.

As all people know, study is a long life process. People must study since born until death, that's what our prophet Muhammad SAW has said. In term of study, Allah never separated between religions based knowledge and general knowledge. He has told us to always think about the creation of earth and sky which means that we must study about it.

He said in Qur'an surah Ali Imron : 191, that :



This verse has been explained that He never created something useless. That's why we as a human must reveal all the secrets in this earth by worshipping Him, obedience, and thinking about all natural symptoms that He made.

In order to be able to achieve it, we need to study. Based on that, the writer feels it is very important to do this research, because one of the reason is to reveal knowledge that hidden in the book as a resource of knowledge, specially novel which containing literature and grammar.

Literature has been discussed earlier. In this sub-chapter will be explained about object of this study that is grammar, especially degree of comparison.

Grammar is one of knowledge that teaches about how to construct words into a proper sentence, or it can be said that before arranging a sentence in English, we must learn about grammar and structure first.

In English, there are eight kinds of words as an element of forming sentence, they are: noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection.

Eight kinds of words above in English grammar called ‘The Eight Part of Speech’<sup>29</sup>. This eight kinds are used to form sentence in English and if those are put in right and proper in English sentences, that sentence will have clear purpose and meaningful.

There are two parts of English grammar that will be discussed in connection with degree of comparison, they are adjective and adverb. Adjective is a word used for giving characteristic on a certain subject. Or in other words, adjective is a word used to limit the use of noun.<sup>30</sup>

Basically, in English grammar adjective can be classified into some groups, such as: descriptive adjective and quantitative adjective. Descriptive adjective is some words to describe a situation or somebody’s characteristics, animals, or thing, which covers size, measurement or dosage, weight, smell, taste, color, etc<sup>31</sup>. For example: big, good, interesting, doubt. Quantitative adjective is an adjective which explains

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<sup>29</sup> Drs. Rudy Hariyono, *Complete English Grammar*, ( Surabaya : GIta Media Press, 2002 ), cet. I, p. 11.

<sup>30</sup> *Ibid.* p. 40

<sup>31</sup> *Ibid.* p. 41

about the amount of things. Words that includes in quantitative adjective are: many, much, few, little, etc.

Most of descriptive adjective and quantitative adjective have degrees of comparison to explain something. In English, degrees in comparing on adjective called the degree of comparison which is divided into three kinds; (1) positive degree, (2) comparative degree, (3) superlative degree.

Another part of English grammar which is in connection with degree of comparison is adverb. Verb is a word that shows an action, behavior or activity.<sup>32</sup>

In accordance with adjective, adverb has also degrees of comparison to explain its verb, they are:

- One syllable adverb which is added *-er* for comparative and *-est* for superlative. For example : fast → faster → fastest
- Adverb with two syllables or more which is added *more* for comparative and *most* for superlative form. For example : beautiful → more beautiful → most beautiful.
- There are some adverbs which are comparative and superlative does not follow the same rule as those two above, it is an exception<sup>33</sup>. Usually it is being applied for adverb with irregular pattern such as : good, bad, well, many, etc. For example : good → better → best

## 1. Definition of Degree of Comparison

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<sup>32</sup> *Ibid.* p. 72

<sup>33</sup> *Ibid.* p. 137 – 138

In term of language, generally ‘degree’ is not only used in explaining comparative or level of something. More than that, word ‘degree’ is used as a symbol in mathematical operators. Degree can also be meant as a qualification given by an institution to someone who has completed a course.

In English grammatical term, according to Book of English Usage, ‘degree’ is : “one of the forms used in the comparison of adjective and adverb”<sup>34</sup>. In other words, degree is adjectives and adverbs which are used to determine the quality of noun.

Comparison in general means to compare or to distinguish something or someone or this word use when we want to compare or measure one thing to another or between someone to someone else.

In English grammatical term, ‘comparison’ is “the modification or inflection of an adjective or adverb to indicate the positive, comparative, and superlative degrees”.<sup>35</sup>

According to *wikipedia*, the free encyclopedia, comparison in grammar is : “a property of adjectives and adverbs in most languages, it describes systems that distinguish the degree to which the modifier modifies its complement”.<sup>36</sup>

Based on all of the terms above, it can be concluded that comparison is a way or a method to show a degree of the object studied, it is part of grammar used in

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<sup>34</sup> The American Heritage, *Book of English Usage*, (<http://www.bartleby.com/64/10.html> ), December 24<sup>th</sup>, 2009.

<sup>35</sup> The American Heritage, *Op.Cit.*, (<http://www.bartleby.com/64/10.html> ), December 24<sup>th</sup>, 2009.

<sup>36</sup> Wikipedia Foundation Inc, *Comparison*,([http://en.wikipedia.org/wiki/comparison#in\\_grammar](http://en.wikipedia.org/wiki/comparison#in_grammar)), December 24<sup>th</sup>, 2009.

comparing or distinguishing two or more object which can be equal, higher, or highest.

According to all of the definition, the writer found about degree and comparison, the writer can concludes that the definition of degree of comparison is a part of structure or English grammar. That is form of adjective and adverb which denotes the degree of grade by which a person, things, or other entity has a properly or quality greater or less in extent that another, it has three kinds of degree : (1) positive degree, (2) comparative degree, and (3) superlative degree.

## **2. Kinds of Degree of Comparison**

It has been explained that degree of comparison is form of adjective and adverb. Degree of comparison of the adjective is used when a comparison is made between two or more person or things. The comparative degree shows that the quality expressed by the adjective exists to a greater or a lesser degree in one of the two persons or things that are being compared.<sup>37</sup>

Degree of comparison of the adverb is used to show who (or what) has performed in action in a specific manner to the greater or lesser degree. (i.e. it is used to compare two performances).<sup>38</sup>

Adjective and adverb have important characteristics in common – in particular their grade ability, and the fact that they have comparative and superlative forms.

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<sup>37</sup> Comparison of Adjectives, (<http://cats-family.com/grammars/english/english/comparison%20of%20adj.html>), December 24<sup>th</sup>, 2009.

<sup>38</sup> Comparative and Superlative, ([http://www.grammar-monster.com/lesson/comparative\\_lessons.html](http://www.grammar-monster.com/lesson/comparative_lessons.html)), December 24<sup>th</sup>, 2009.

However, an important distinguishing feature is that adverbs do not modify nouns, either attributively or predicatively.

Based on the above views, it can be concluded that comparison has three degrees, they are : (1) positive degree, (2) comparative degree, and (3) the superlative degree, that will be explained in the following explanations.

#### a. Positive Degree

To compare people, places, event, or things, when there's no difference<sup>39</sup>. According to *comparison of adjective*, the positive degree is really not a degree of comparison because no comparison is indicated when the positive degree is used. It shows that the quality is presented but it does not show a comparison with anything else.<sup>40</sup>

e.g. : Tall, pretty, handsome  
 in sentences : Harry is *as handsome as* Rudi  
 My sister is *as tall as* I am

#### b. Comparative Degree

Generally, form of comparative degree is used to compare two different thing or person. Or in other words, it is used to make a statement that thing or that person has greater or lesser characteristic than others.<sup>41</sup>

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<sup>39</sup> Comparison of Adjectives, (<http://www.testyourenglish.net/english-online/subjects/adjcompar.html>), December 20<sup>th</sup>, 2009.

<sup>40</sup> *Ibid.*

<sup>41</sup> Drs. Rudy Hariyono, *Op.Cit.* p. 70.



e.g. : strong, expensive, pretty

In sentences : They are *stronger* than we are

This fruit is *more expensive* than vegetable

She is *prettier* than you are /

She is *more pretty* than you are /

She is *less pretty* than you are

### c. Superlative Degree

The superlative degree is used regularly in comparing more than two things, but is also frequently used in comparing only two things.<sup>42</sup>

Superlative adjectives are used to say that one person or thing has more of a quality than others in a group or others of a kind.<sup>43</sup>

The form of an adjective indicating the greatest degree of the quality that the adjective describes.

e.g. : Big, diligent, clumsy.

in sentences : My house is the *biggest* house in the village

Lia is the most diligent student in the class

You are the clumsiest person I've ever known

Some common adjectives have irregular forms in this case: there are no rules to make comparison in comparative and superlative degree forms of those irregular adjectives, for example

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<sup>42</sup> Comparative and Superlative, *Op.Cit.*

<sup>43</sup> *Ibid.*

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Adjective	Comparative	Superlative
Good / well	Better	Best
Far	Farther / further	Farthest
Little	Little / less ( er )	Littlest, least
Many	More / much	Most

### 3. Construction of Comparison

The use of degree of comparison in English sentence must pay attention on several things as follow:

#### a. Positive degree

It is commonly used for showing similarity between two objects or more.

The patterns are :

- 1) Comparing two similar objects, whether characteristic, shape, etc.

The formulation is :

as + positive + as

Example :

You are as good as your brother

Or using another formulation like :

no less + positive + than

Example :

You are no less good than your brother

- 2) To make a statement about two things or persons which don't have things in common.

The formulation is :

not + so + positive + as

Example :

Her book is not so interesting as mine

Or using another formulation like :

less + positive + than

Example :

Their class is less clean than our class

### b. Comparative degree

A comparative degree is used to indicate that a person or a thing has greater degree of quality of another. The rules of forming comparative degree from adjective re varied :

The formulation is:

Comparative + than

Example :

My bike is faster than yours

- 1) In regular adjective with one-syllable or two-syllables, it can be added suffix *-er*.

Example : I am shorter than she is

You are cleverer than him

- 2) Adjective with three-syllables or more, it can be added prefix *more* ...

Example : It is more interesting than sleeping

Sea is more dangerous than rivers

- 3) For more than one-syllable ending with 'y', used more / less + adjective or change 'y' with 'ier'

Example : friendly, happy

In sentences : You are friendlier than him

I m happier than they are

- 4) Some adjectives with irregular forms have no rules to make comparison in comparative degree.

Example :

Adjective	Comparative
Good / well	Better
Bad	Worse
Far	Farther / further
Little	Less ( er )
Many	More

In sentences : I feel better today

Yesterday was worse than today

My house is further than yours

- 5) Adverb with two-syllables or more which ended with *-ly* is added more in forming comparative.<sup>44</sup>

Example : clearly, immediately

In sentences : I watch it more clearly than before

It seems to me, that you've come more immediately now

### c. Superlative degree

The form of an adjective indicating the greatest degree of the quality that the adjective describes. Best is the superlative form of good, fastest is the superlative form of fast, most charming is the superlative form of charming. The usual superlative takes the ending *-est*.<sup>45</sup>

The rules of forming superlative degree :

- 1) One-syllable of adjective and adverb only added with suffix *-est*.

Example : big, hard, deep

In sentences : This is the biggest mall in town

I've work the hardest work ever

This is the deepest well in the village

- 2) For more than one-syllable, used most / least + adjective / adverb.

Example : famous, exiting

In sentences : Luna Maya is the most famous artist in Indonesia

This is the most exciting game I've ever played

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<sup>44</sup> Drs. Rudy Hariyono, *Op.Cit.* p. 137.

<sup>45</sup> Superlative, (<http://www.answer.com/topic/superlative>), December 21<sup>st</sup>, 29.

- 3) For adjective or adverb with more than one-syllable ending with 'y', used most / least or change 'y' into 'iest'

Example : silly, early

In sentences : She is the silliest girl in class

She is the most silly girl in class

Pizza is the yummiest food from Italy

Pizza is the most yummy food from Italy

- 4) Some common adjectives which have irregular forms don't have certain rules in making superlative degree.

Forms of

Adjective	Superlative
Far	Furthest
Little	Least
Much	Most

In sentences : My house is the furthest among others

I have least money

It is the most common thing happen nowadays



**CHAPTER III**  
**BIOGRAPHY OF GEORGE ELIOT, BACKGROUND AND**  
**SYNOPSIS OF NOVEL “SILAS MARNER: WEAVER OF RAVELOE”**

**A. Biography of George Elliot**

**1. George Eliot’s Life**

George Eliot was born as Mary Anne ( Mary Ann, Marian ) Evans. She was born at South Farm, Arbury Hall, Warwick shire, England, 22<sup>nd</sup> November 1819. She was one of the leading writers of the Victorian Era. Her novels mostly set in provincial England and well know for their realism and psychological insight.

She used a male pen name, because at that time it was uncommon for women to do male job and she wanted her works were taken seriously. Female authors were actually published under their own names, but Eliot wanted to ensure that she was not seen as merely a writer of romances. It was also as additional factor for her to hide her private life from public and to prevent from scandals attending her relationship with the married George Henry Lewes.

Mary Ann Evans was the third child of Robert Evans and Christiana Evans. She was born on the estate at South Farm. In early 1820 the family moved to a house named Griff, part way between Nuneaton and Coventry. Her full siblings were Christiana, known as Chrissey ( 1814 – 1859), Isaac (1816 – 1890), and twin brother who survived a few days in March 1821.

The young Evans was obviously intelligent, and due to her father’s important role on the estate, she was allowed access to the library of Arbury Hall, which greatly aided her education and breadth of learning. Her frequent visits also



allowed her to contrast the wealth in which the local landowner lived with the lives of the often much poorer people on the estate, and different lives lived in parallel would reappear in many of her works. The other important early influence in her life was religion. She was brought up within a narrow low church Anglican family, but at that time the Midlands was an area with a growing number of religious dissenters. She boarded at schools in Alttleborough, Nuneaton and Coventry. At the second, she was taught by the Evangelical Maria Lewis and at the Coventry school she received instruction from Baptist Sister.

In 1836 her mother died and Evans returned home to act as a housekeeper, but she continued correspondence with her tutor Maria Lewis. When she was 21, her brother Isaac married and took over the family home, so Evans and her father moved to folks hill near Coventry. The closeness to Coventry society brought new influences, most notably those of Charles and Cara Bray. Charles Bray had become rich as ribbon manufacturer and had used his wealth in building schools and other philanthropic causes. Evans, who had been struggling with religious doubts for sometime, became intimate friends with the progressive, free thinking Brays, whose home was a haven for people who held and debated radical views. Through this society, Evans was introduced to more liberal theologies.

When Evans lost her religious faith, her father threatened to throw her out, although it did not happen. Instead, she respectably attended church for years and continued to keep house for him until his death in 1849. Five days after her father's funeral, she traveled to Switzerland with the Brays. She decided to stay in Geneva alone. She read avidly and took long walks amongst a natural environment that inspired her greatly. On her return in 1850, she moved to London with the intent of

becoming a writer and calling herself Marian Evans. She stayed at the house on John Chapman, the radical publisher whom she had met at Rosehill and who had printed her translation. Chapman had recently bought the campaigning, left wing journal *The Westminster Review*, and Evans became its assistant editor in 1851. Although Chapman was the name editor, it was Evans who did much of the work in running the journal, contributing many essays and reviews until her departure in 1856.

Women writers were uncommon at that time, but Evans's role at the head of a literary enterprise. The mere sight of an unmarried young woman mixing with the predominantly male society of London at the time was unusual, even scandalous to some. Although clearly strong minded, she was frequently sensitive, depressed, and having a hesitation and doubt herself. She was considered to have an ill-favored appearance. However, with inappropriate attraction, it would prove to be much more successful and beneficial for her.

## **2. George Eliot's Works**

Throughout her career, Eliot wrote with politically astute pen. From *Adam Bede* to *the Mill on the Floss*, and *Silas Marner*, Eliot presented the cases of social outsiders and small town persecution. There was no author since Jane Austen had been as socially conscious and as sharp in pointing out the hypocrisy of the country squires. *Felix Holt*, *The Radical* and the *Legend of Jubal* were overtly political, and political crisis is at the heart of *Middlemarch*. Readers in the Victorian era particularly praised her books for their depiction of rural society, for which she drew on her own experiences, and she shared with Wordsworth the belief that there was much interest and importance in the mundane detail or ordinary country lives.

*Romola*, and historical novel set in late 15<sup>th</sup> century Florence and touching on the lives of several real persons such as the priest *Girolamo Savonarola* displays her wider reading and interests.

The religious elements in her fiction also owe much to her upbringing, with the experiences of Maggie Tulliver from *The Mill on The Floss*, sharing many similarities with the young Mary Anne Evans's development. When Silas Marner is persuaded that his alienation from the church means also his alienation from society, the author's life is again mirrored with her refusal to attend church.

By the time of *Daniel Deronda*, Eliot's sales were falling off, and she faded from public view to some degree. This was not helped by the biography written by her husband after her death, which portrayed a wonderful, almost saintly, woman totally at odds with the scandalous life people she knew she had led. In the 20<sup>th</sup> century, she was championed by a new breed of critics ; most notably by Virginia Woolf who called *Middlemarch* as one of the few English novels written for grown-up people. The various film and television adaptations of Eliot's books have re-introduced her to the wider – reading public.

Here are her famous novels were published :

- Adam Bede, 1859
- The Mill on The Floss, 1860
- Silas Masner, 1861
- Romola, 1863
- Felix Holt, The Radical, 1866
- Middlemarch, 1871 – 1872
- Daniel Deronda, 1876.

### 3. George Eliot's Marriage

Mary Anne Evans was also known for her scandals with George Henry Lewes. The philosopher and critic George Henry Lewes met Evans in 1851, and by 1854 they had decided to live together. Lewes was married to Agnes Jervis, but they had agreed to have an open marriage, and in addition to three children. They had together, Agnes had also had several children by other men. Since Lewes was named on the birth certificate as the father of one of these children despite knowing this to be false, and was therefore considered complicit in adultery, he was not able to divorce Agnes. In July 1854 Lewes and Evans traveled to Weimar and Berlin together for the purpose of research. Before going to Germany, Evans continued her interest in theological work with a translation of Feuerbach's *Essence of Christianity* and while abroad she wrote essays and worked on her translation of *Baruch Spinoza's Ethics*, which she completed in 1856, but which was not published in her lifetime.

The trip to Germany also served as a honeymoon as Evans and Lewes now considered themselves married, with Evans calling herself Marian Evans Lewes, and referring to Lewes as her husband. It was not unusual for men and women in Victorian society to have affairs ; what was scandalous was the Lewes's open admission of the relationship. On their return to England, they lived apart from the literary society of London, both shunning and being shunned in equal measure. While continuing to contribute pieces to the *Westminster Review*, Evans had resolved to become a novelist, and she set out a manifesto for herself in one of her last essays for the review : *Silly Novels by Lady Novelist*. The essays criticized the trivial and ridiculous plots of contemporary fiction by women. In other essays she praised the realism of novels written in Europe at the time, and an emphasis placed on realistic

story telling would become clear throughout her subsequent fiction. She also adopted a new nom-de-plume, the one for which she would become best known as George Eliot. This masculine name was chosen partly in order to distance herself from lady writers of Silly Novels, but also quietly hid the tricky subject of her marital status.

On 16 May 1880, George Eliot courted controversy once more by marrying a man twenty years younger than herself, and again changing her name, to Mary Anne Cross. The legal marriage at least phased her brother Isaac, who sent his congratulation after breaking off relations with his sister when she had begun to live with Lewes. John Cross was a rather unstable character, and apparently jumped or fell from their hotel balcony into the Grand canal in Venice during their honeymoon. Cross survived and they returned to England. The couple moved to a new house in Chelsea but Eliot fell ill with a throat infection. This, coupled with the kidney disease she had been affected with for the past few years, led to her death on 22<sup>nd</sup> December 1880 at the age of 61.

Eliot was not buried in Westminster Abbey because of her denial of the Christian faith and her 'irregular' though monogamous life with Lewes. She was interred in High gate Cemetery ( East ), High gate London in the area reserved for religious dissenters, next to George Henry Lewes. In 1980, on the centenary of her death, a memorial stone was established for her in the poet's corner, several key buildings in her birthplace of Nuneaton are named after her or titles of her novels such as George Eliot Hospital, George Eliot Community School and Middlemarch Junior School.

## **B. Background of Novel Silas Marner : Weaver of Raveloe**

Silas Marner : Weaver of Raveloe is a dramatic novel written by George Eliot which was first published in 1861. The genre of this novel is classic, using English language and published by William Blackwood and Sons.

In novel Silas Marner, Eliot tries to combine humor, jealousy and rich symbolism with a historically precise setting to create an extraordinary tale of love and hope. This novel explores the issues of redemptive love, the nation of community, the role of religion, and the status of the gentry and family. While religion and religious devotion play a strong part in this text, Eliot concern herself as always, with matters of ethics, and it is clear that for her, ethics exist a part from religion. On the surface, the book has a strong moral tract ; the bad characters like Dunston Cass gets punishment for what he did while Silas Marner as a pitiable characters is highly rewarded and be happy at last.

Although it seems like a simple moral story with a happy ending, George Eliot's text included several pointed criticisms on organized religion, the role of the gentry and the impact of industrialization. It was written during the industrial revolution and may be a reaction to it.

George Eliot's works are often based on condition she was living in some are being influenced by her own experience and her education that she has through like the environment where she lives in, a place where she gets her education, the way she was raised and her own experience in religious aspect.

### **C. Synopsis of Novel Silas Marner : Weaver of Raveloe**

This novel is about a Weaver name Silas Marner, who lived by himself at the heart of English Countryside called Raveloe Village. No body in the village of Ravaloe knew exactly where he came from except that it was good distance to the north. No body even knew his family. For during fifteen years Silas Marner had lived.

Actually, Silas Marner was an eager and promising young member of a puritan religious community, Lantern Yard. Marner's best friend, William Dane frames him for the theft of a pouch of coins. The community of Lantern Yard draw lots to determine Marner's guilt or innocence in the crime. After the lots proclaim Marner guilty, he flees from Lantern Yard, leaving all his faith in God and humankind behind.

He was only known as Master Marner, the linen weaver. He lived by himself in a stone cottage near the village, not far from the edge of a stone-pit which was no longer used, and most of it was full of water. The Raveloe boys sometime came to play there and look through Silas Marner's cottage's windows. They called him "Old Master Marner" though he was not yet forty years.

The villagers appreciate Marner's trade but find him strange and unapproachable. Marner seems to have supernatural powers – he is able to heal a local woman using herbal arts he learnt from his mother – but the villagers of Ravaloe do not know his background and find his knowledge scary and threatening.

Marner has one joy in life : gold. The gold coins that he earned at his loom represent for him all the meaning that he has lost. He spends as little as he can in order to save more coins, which he hides in two leather bags in a hole in his cottage floor.

Meanwhile, Raveloe is also the home of other wealthy citizens. Its most wealthy and distinguished family are the Casses. Squire Cass has two sons ; Godfrey Cass and Dunstan Cass who always cause trouble. Dunstan recently talked his older brother into embezzling rent money from one of the Squire tenants. The Squire threatens to evict the tenant unless he can pay his rent. In order to replace the money they stole, Godfrey agrees to sell his magnificent horse, Wildfire. The next day, while Godfrey attend a dance with Nancy Lammeter the love of his life, Dunstan will sell Wildfire at a hunt.

But Godfrey has bigger problem than making good on the embezzling debt. Sometime before, he rushly married a barmaid name Molly Farrel, who lives in town to the north. She has turned into a laudanum addict and alcoholic. Godfrey is hopelessly miserable, because he regrets his decision to marry Molly, he is also deprived of marrying Nancy. Then he spends his days drinking away his sorrows.

Dunstan sell Wildfire, but Dunstan then uses Wildfire in a hunt which makes Wildfire gets killed. Dunstan then make a plan to collect money anyway. He know well about rumor that Silas Marner has hidden a large hoard in his cottage, he decides to stop by at Marner's cottage and use his leverage to 'borrow' Marner's gold.

In foggy and dark night, Dunstan arrives at Marner's cottage which is empty and he invites himself in then finds Marner's gold and flees with it.

Marners returns from a short trip into the village to find his gold missing. Devastated, he rushes into Ravaloe for assistance and ends up the rainbow tavern, where the locals have gathered for pints and conversation. At first, the villagers are terrified of Marner. But eventually his sincerity wins them over, and they form a posse to get to police and search for clues.



After several weeks of searching, they find nothing and Silas Marner get more miserable. The villagers pity Marner more than they fear him and they even bring him gifts of solace.

Nobody thinks of Dunstan's absence. He has been known to run off before and given that he killed Wildfire. While Godfrey is left with unpleasant task of approaching his father about the embezzled money, yet Squire Cass not forgiving him anymore.

The Christmas season arrives at Ravaloe, and Marner visited by Mrs. Dolly Winthrop, a conscientious and charitable soul whose conversation cheers him up. Meanwhile, Godfrey Cass, abandons himself and still hoping to marry Nancy.

At the same time, Godfrey's wife comes to Ravaloe carrying their two year old daughter. She plans to surprise Godfrey and everyone else, but she gets addicted for drugs. She drinks her drugs just outside of Marner's cottage and slips into an opium stupor. Her daughter seeing the light in Marner's cottage, toddles over to the door, it is open, she enters and falls asleep there.

At the time baby girl entry, Silas awakes and see her. After caring and feeding her, he follows her footprints in the snow until he reaches the stone-cold body of her mother.

Taking the child with him, Silas goes to the Red house ball in order to get help for the woman. Godfrey Cass – who was there – shocks seeing Marner holding her child, then he volunteers himself as one of the party to go out and check the woman, his only hope is that woman dead. And she is dead, Godfrey feels very happy find himself single again. He instantly marries Nancy and use this stroke fortune to his

advantage. He will live a good life with a family he can be proud of. And be the most sober and responsible man in Raveloe.

Silas Marner feels very happy to find the baby girl comes to replace his gold as the object of his love. He ask for a help from community to raise the child and adopts her. He christens her 'Eppie' in Raveloe church. Mrs. Winthrop guides him by means of her care and experience.

Sixteen years ahead, Marner, a happy proud old father of a beautiful, nature loving daughter, is now planning to build a garden with Eppie. She, meanwhile, plans to marry Aaron Winthrop, Mrs. Winthrop's industrious son.

On other hand, sixteen years have not been so good to Godfrey Cass and his wife Nancy. They never had a child while Nancy rejects Godfrey's plan to adopt Eppie as their own daughter. Godfrey has kept a secret that he is a biological father of Eppie for sixteen years.

One day, Godfrey drains the stone pits to clear new land, shockingly he finds Dunstan's skeleton at the bottom of it. And with him, lies Marner's gold coins. Then the coins are given back to Silas and Godfrey finds that it is the best time to reveal all the truth and tells Nancy about Eppie. Nancy is not angry.

In the same night, they call on Silas and Eppie to their house. They tell Silas that they want to adopt Eppie as their own daughter. Eppie, herself, refuses and saying that she was happy with Silas even know she knows that Godfrey is her biological father.

That night has reawakens Marners the desire to show Eppie the country where he was born, then they plan a trip to Lantern Yard, where Marners may also discover whether he was ever cleared of theft. Both of them travel four days to the north until

they arrive at manufacturing town. Nobody in the town remembers Lantern Yard. It's no more existed. The site of the settlement has been transformed into a factory.

Marnier returns to Ravaloe with Eppie. Even he sad but he want to persue a better life with Eppie at Ravaloe. Soon after that, Eppie gets married and the Casses furnish the entire wedding, though he cannot claim Eppie for his daughter, Godfrey still pays off his debt within material ways.

The novel ended with Silas, Eppie, Aaron and Winthrop looking at a fine new garden that with Mr. Cases help is very enjoyable for them and Eppie says "What a pretty house ! I think no body could be happier than we are !".

## CHAPTER IV

### REPORT OF RESEARCH FINDING

#### A. Theme

In general, this novel has a simple theme such as familial love and friendship. But specifically, George Elliot attempts to prove that love of others is ultimately more fulfilling than love of money. This theme shows throughout the book, though the manner in which it is revealed leaves a bit to be desired. In the story, it is often that Silas Marner is criticized for being such a simple, unrealistic story. It does seem odd that after fifteen years of almost solitary confinement, Silas can trade his love of gold for his love of a daughter overnight.

Despite Eliot's attempt to portray Silas Marner's reawakening to society as a slow transition, the reader interprets his change of heart as a direct and immediate result of Eppie's arrival. Despite these flaws in the story, the overall theme that man cannot live in a vacuum is portrayed by Eliot very well.

Though Silas finds some satisfaction in his tenacious weaving and hoarding of gold, he only discovers true happiness after he dedicates himself to inter-personal relationships. Though his exile from Lantern Yard proves devastating to his self confidence and trust in other and God.

Fifteen years later Silas makes a full recovery, adopting Eppie to replace his love of money with love of a daughter. The fact that Lantern Yard has disappeared years later when Silas and Eppie go to visit it suggest that this town is no longer dear to Silas. In fact that the removal of the town serve as a metaphor for Silas's ability to find happiness outside his past.

Near the conclusion of the story, the 'fits' of Silas seem to have again his soul is no longer separate from his body. While before, his soul was exiled and held in a purgatory of sort before he found Eppie. Now his spirit is alive and well, living in the present. Yet he still has relapses, suggesting that the fifteen years of self – torture have left permanent scars on his troubled soul.

One lesser theme of the book is in regards to the Cass family. Eliot, through her portrayal of Godfrey and Dustan as wealthy, selfish scoundrels who try to use one another and others to their personal advantage, asserts that the upper class has damaged society. While the Cass family, thinking that their wealth gives them undue privilege and rights to property ( Godfrey's attempt to seize Eppie from Silas ), seems incredibly egocentric, Silas, representing the lower class, is seen as a humble victim of class bias.

Even religion is indicated in the novel, showed to be unjust and hypocritical during the casting of lots which finds Silas guilty. Yet the face of faith is recovered towards the end, following Silas return to church and baptism of Eppie. No matter what the circumstances, Silas learns that his faith can always be a pillar of strength.

## **B. Plot**

Plot is series of event that formed throughout the situation, tension, emotion, etc. to climax and ending. There are three kind of plot : chronological order, flashback and combination of chronological and flashback.

In this novel, Eliot tells the story using chronological order plot which tells the story chronologically, chapter by chapter is connected.

Major conflict is Silas Marner who lives for a long time without any connection to other human being or his youthful faith in God. Though he does not struggle to find purpose and connection in his life, the novel is about the recovery of purpose, faith and community through his finding Eppie.

Rising action is in the story that Silas spends fifteen years in relative isolation, amassing a hoard of gold coins that is then stolen by Dunstan Cass.

The climax is at the time Eppie appears in Silas' cottage, then Silas decides to adopt her.

At the end of a story or falling action is when Godfrey fails to claim Eppie as his daughter and marries Nancy, Silas raises Eppie. Silas's love and care for Eppie make him a reversed member of the Raveloe community, ending his isolation. Sixteen years later, Godfrey admits that he is Eppie's father and tries to adopt her, but she chooses to stay with Silas.

### **C. Setting**

Usually, setting is about time and place where the story happens. In Silas Marner's novel, time of the story happens is the early years of the nineteenth century. Since the novel it self published in 1861 so the story is also happens around that time.

While place where the story takes place is Ravaloe, which is a fictional village created by George Eliot in the English Countryside. The store is set in South Midlands and the fictional Ravaloe is based on the Warwickshire Village of Bulkington. There are also correlation between location in the book and the village of Inkberrow, Worcestershire. It is not known whether the relation is genuine, a

coincidence, or deliberate naming by the locals. To the west of the village is stone-pits, and at the east side, a tree-lined drive leads to the entrance of the red house.

#### **D. Point of View**

Point of view is the way author delivers the story, it can be first person or third person point of view. In novel *Silas Marner : Weaver of Raveloe*, Eliot uses omniscient third person. In this point of view, the narrator speaks in the omniscient third person, describing what and how the characters are seeing, feeling, and thinking and what they are failing to see, feel, and think.

The narrator uses the first person singular 'I' but at no point enters the story as a character. Near the beginning, a personal story unrelated to the action of the novel is relayed to provide corroborating evidence for a generalization, hinting that the narrator is a real person.

#### **E. Style**

George Eliot is a very famous novelist from Victorian era. She has her own style in telling the story. She has ability in drawing characters and describing scenes with great skills.

According to writer's observation on novel *Silas Marner*, writer finds that George Eliot likes to use formal language but the story running well, smooth, and not stiff. She also likes to use long sentences in describing characters in her novel. She explains the characters detail yet easy to understand.

## **F. Character and Characterization**

As a simple familial life story, novel *Silas Marner* has many characters in it. They are mostly citizens of Raveloe where Silas spend his entire life. And after observing the novel, writer finds that Silas is the dominant character in a story supported by other characters. He is also, in a function, is a protagonist of the story who suffers from many problems which later build up his characteristics. While the antagonist is Godfrey Cass, but he is actually not that bad because George Eliot as an author not exactly tells him as an antagonist character who tortures Silas, but he is a really bad man before he realizes his fault.

Describing the characterization presented by George Eliot in describing characters in this novel is actually not very difficult because she uses simple words which is easy to understand and she explains all characters deeply.

Characters' characterization in novel *Silas Marner* uses both direct definition or analytic technique and indirect presentation or dramatic technique. In analytic technique or direct definition, George Eliot describes character such as Silas Marner in a specific way like his action, his appearance, and environment where he lives. While indirect definition or dramatic technique, he tells about all characters' background, the way they speak or behavior which reveal from what range they come from, whether he is a noble man or just ordinary people in the village.

There are many characters in this novel, after observing it, writer finds that there are about 36 characters who involve in the story. Main character who is also a protagonist in the story is Silas Marner himself, as a pitiable man who lost his faith and being betrayed by his close friend and then lost his gold that he's been fallen in love with so many years because it was stolen by Dunstan Cass, but at the end of



story he finally found his happiness by getting Eppie and they are all happy ever after.

The antagonist of this story is Actually Cass's brother, Dunstan Cass and Geodfrey Cass. Dunstan Cass stole silas's gold while Geodfrey abandon his first wife Molly Farren and his biological daughter Eppie. Other characters are flat characters who support the story.

Here are the list of characters who take part in a story :

**Table 2.1 List of Characters in Novel "Silas Marner : Weaver in Raveloe" by George Eliot**

No	Name	Description of Character
1	Silas Marner	A linen weaver who's ever falsely accused of theft when he was young. It turns him from a man who has faith in God and humanity becomes denies both. He loves gold but soon when he finds Eppie, she replace Marner's beloved gold pieces in his affection – facilitates his returns to faith and humanity.
2	Squire Cass	The greatest man in Raveloe. The only landowner in a village with a little and tenants. Having a hot temper and a hypocrite person.
3	Godfrey Cass	Squire Cass's eldest son, a handsome and muscular but morally weak youth who is secretly married to Molly Farren and having a daughter with her while his true love is Nancy Lammeter.
4	Dunstan Cass	Squire Cass's second son. Commonly known as Dunsey Cass. He is physically weak and unattractive but lucky and like to do gambling, he steals Silas Marner's hoard of gold and flees the environs of Raveloe

No	Name	Description of Character
5	Molly Farren	Godfrey's first wife who's married without his father's knowledge and lives a part from him in Batherley with their child, she is also a drugs addict.
6	Eppi or Hephzibah	A child with a golden – curled hair. She's a biological daughter of Godfrey Cass and Molly Farren. Adopted by Silas and she grows up to be a lovely auburn haired girl and marrying Aaron Winthrop.
7	Nancy Lammeter	Godfrey's true love and become his second wife.
8	Dolly Winthrop (Mrs)	Silas's neighbor, a nice-hearted lady who's sympathetic to Silas. She becomes a Godmother of Eppie and then be her mother in-law.
9	Aaron Winthrop	Son of Ben and Dolly Winthrop, frail boy who can sing like an angel. Marrying Eppie at the end of novel.
10	Mr. Ben Winthrop	Dolly's husband. He is a wheelwright during the week and chorus leader on Sundays.
11	William Dane	Silas formers' best friend at Lantern Yard. Betrayed Silas by framing him for theft and married Silas fiancée after Silas exiled from Lantern Yard.
12	Sarah	Silas fiancée in Lantern Yard, but married William Dane
13	Mr. Bob Fowler	One of Squire Cass's tenants and the subject of dilemma for Godfrey, who embezzles his rent money.
14	Bryce and Keating	Two members of landed class in Raveloe's vicinity and friends of the Cass boys
15	Mr. Kench	The constable of Raveloe
16	Solomon Macey	A Fiddler

No	Name	Description of Character
17	Justice Malam	The Justice of Raveloe
18	Miss Pricilla Lammeter	Nancy's outspoken homely sister. She is an excellent cook, a sharp wit and the most feminist character in the novel.
19	Mr. Cox	A property manager in the employ of Squire Cass.
20	Mr. Crackentrop	The rector of Raveloe, He is a small, joly man, as likely to dance as pray.
21	Mr. Drumlow	The previous Rector of Raveloe
22	Wildfire	Godfrey Cass's horse, which he agrees to sell in order to replace money he 'borrowed' from his father tenant, Bob Fowler
23	Mr. Macey	A tailor and parish clerk. An old and venerable figure. He is slow to begin speaking but he will continue indefinitely with slight encouragement. His opinions are strong, offered frankly and generally well considered.
24	Mr. Tookey	The deputy clerk of Raveloe as well as Mr. Macey's apprentice taylor. He's picked on somewhat, and he has a reputation as an awful chorister.
25	Sally Dates	A local woman of Raveloe whom Silas cured of dropsy with a preparation of foxglove. He cured her even though the Raveloe doctor could not.
26	Mr. Osgood	One of the most venerable of Raveloe's landed parishioners
27	Mrs. Osgood	Mr. Osgood's wife, a dignified, decorous country lady with a special affinity for Nancy Lammeter, her niece.
28	Gilbert Osgood	Nancy Lammeter's cousins. She rejects him as a suitor on the grounds of their family relationship.

No	Name	Description of Character
29	Mr. Paston	The minister of Lantern Yard.
30	Jem Rodney	The mole-catcher of Raveloe
31	A Pedlar	A mysterious, itinerant peddler who upon scarce evidence, is used as a scapegoat in the theft of Marner's hoard.
32	Mr. Kimble	The apothecary and acting doctor of Raveloe. Also Squire Cass's brother-in-law. An altogether agreeable man as Raveloe's villagers come, though he is a extremely competitive whist player.
33	Mrs. Kimble	Dr. Kimble's wife, she is well respected in Raveloe.
34	Mr. Cliff	The founder and previous owner (before Mr. Lammeter) of the Warrens. He was tailor who has aspired to joining the gentry. He built a massive, ostentatious stable on the warrens. After his son died and himself soon after, the stable reported by became haunted with his made, grieving ghost. It remains so at the time of the narrative.
35	The Miss Gunns	Two undifferentiated sisters who are guests of honor at the Red House Year's Dance. They are very fashionable also quite ugly and boring.
36	Bob Cass	Godfrey's greedy brother, a manipulative and alcoholic.

**G. Analysis of Degree of Comparisson Based on Its Chategory in Novel "Silas Marner : Weaver of Raveloe".**

In this point, writer analyzes degree of comparison used in the novel through the narration or dialogues in the novel.

As it was stated at chapter I, that there are three types of Degree of Comparison, they are : positive degree, comparative degree, and superlative degree.

### 1. Positive Degree

Positive degree is often used to compare people, places, or things when there is no difference. In other words, it is used to compare things which have the same quality. The use of positive degree in form *as...as* that occurred in the novel are: As good as, as well as, as fast as, as soon as, etc.

It is usually used within adjective but there are some adverbs that also used in this form, such as: As quickly as, as tightly as, as quietly as, etc.

Here is the list of positive degree found in the novel “Silas Marner: Weaver of Raveloe”.

**Table 2.2 List of Positive Degree in the Statements find in the Novel “Silas Marner: Weaver of Raveloe”.**

No	Positive degree	Statement (Chapter/page/line)
1	as fast as	<p>... he would look at them in a way that made them run <u>as fast as</u> they could (C.I/p.5/1.7)</p> <p>He made his way <u>as fast as</u> he could C. II/P.25/1.3)</p> <p>He shut the weather out <u>as fast as</u> he could. (C.III/p.30/1.14)</p> <p>Silas ran from the cottage <u>as fast as</u> he could. (C.III/p.32/1.5)</p> <p>Priscilla rushed <u>as fast as</u> she could. (C.V/p.54/1.26)</p>

No	Positive Degree	Statement (Chapter/page/line)
2	as well as	<p>... and some large stone houses with gardens, <u>as well as</u> many small cottages. (C.I/p.5/l.11)</p> <p>Squire sons were not turning out <u>as well as</u> might be expected. (C.II/p.17/l.15)</p> <p>Rain had come down <u>as well as</u> the mist (C.II/p.26/l.14)</p> <p>... The Weaver's child, was known at many of the farm houses <u>as well as</u> in the village. (C.VI/p.75./l.3)</p>
3	as far as	<p>... <u>as far as</u> I know. (C.I/p.10/l.11)</p> <p>... <u>as far as</u> we know, and then just trust. (C.VII/p.84/l.16-17)</p> <p>Nancy went to the front window and looked <u>as far as</u> she could see. (C.VIII/p.95/l.6)</p>
4	as many or as fresh as	<p>Barrel of Ale were not quite <u>as many or as fresh as</u> they have been. (C.II/p.17/l.1)</p> <p>... In front of <u>as many people as</u> possible. (C.V/p.56/l.14)</p>
5	as long as	<p>... but <u>as long as</u> he said nothing. (C.II/p.21/l.6)</p> <p>I want to stay with him <u>as long as</u> he lives. (C.IX/p.108/l.28).</p>

No	Positive Degree	Statement (Chapter/page/line)
6	as soon as	<p><u>As soon as</u> he could see. (C.II/p.25/1.1) ... but <u>as soon as</u> the cottage was behind him, ... (C.II/p.28/1.18) ... <u>as soon as</u> he was warm again (C.III/p.30/1.17)</p> <p>... He must do something <u>as soon as</u> possible. (C.III/p.31/1.17) ... and the same would happen to Dunston <u>as soon as</u> he turned up. (C.IV/p.41/1.19).</p> <p>He started out for Batherley <u>as soon as</u> he could. (C.IV/p.40/1.9) ... <u>as soon as</u> she was acknowledge as his wife. (C.V/p.56/1.28)</p> <p>I came back <u>as soon as</u> I could. (C.VIII/p.96/1.3)</p> <p>... <u>as soon as</u> everything is quiet at the stone pit ... (C.VIII/p.99/1.11)</p>
7	as quickly as	<p>He lifted up two bricks <u>as quickly as</u> he could. (C.II/p.28/1.1)</p> <p>He must leave <u>as quickly as</u> possible. (C.II/p.28/1.11-12)</p> <p>... leaving the house <u>as quickly as</u> possible. (C.V/p.64/1.4-5)</p>
8	as pleased as	<p>... "I'd be just <u>as pleased</u> to see you married to Lammater's daughter <u>as</u> any body. (C.IV/p.46/1.5-6)</p>

No	Positive Degree	Statement (Chapter/page/line)
9	as tightly as	... holding on to Marner <u>as tightly as</u> she could.
10	as much fun as	... <u>as much fun as</u> playing with her toes herself. (C.VI/p.67/1.23-24)
11	as difficult as	... while Baby did everything to make it <u>as difficult as possible</u> . (C.VI/p.64/1.24)
12	as clean and tidy as	Silas had made himself <u>as clean and tidy as</u> he could. (C.VI/p.70/1.21)
13	as quietly as	Eppie crept over <u>as quietly as</u> a mouse (C.VI/p.72/1.14)
14	as little as	... would take up with me <u>as little as</u> that. (C.VI/p.75/1.11)
15	as hardly as	That makes you <u>as hardly as</u> a woman. (C.VI/p.75/1.12)
16	as good as	He'd be <u>as good as</u> a son to you. (C.VII/p.88/1.12)  May be nothing is <u>as good as</u> it seems before it happens (C.VIII/p.98/1.25)
17	as best as	He tried to explain these thoughts <u>as best as</u> he could. (C.VII/p.88/1.32)
18	as near as	... fifty five, <u>as near as</u> I can say, sir. (C.IX/p.103/1.6)
20	as fully convinced as	Nancy was <u>as fully convinced of the justice of this as</u> her husband was. (C.IX/p.108/1.10)



## 2. Comparative Degree

In novel *Silas Marner*, George Eliot had used many forms of comparative degree in the statements or dialogues.

Generally, comparative degree is used to compare two different things or persons, it means that it is used to make a statement that a thing or a person has greater or lesser characteristics than others.

The use of comparative degree in this novel is usually in form:

One syllable or two syllables + (-er), such as: Younger, older, smaller, etc.

Adjective with three syllables or more which is added by *more*, such as: More excellent, more uncomfortable, more polite, etc

Adverb is also used in comparative form, such as: More lonely, more carefully, more heavily, etc.

And another type of comparative degree that is found in in this novel is adjective with irregular form which has no rules in making its comparative degree, they are: Better, worse, further.

Here is the list of comparative degree found it novel “*Silas Marner: Weaver of Raveloe*”.

**Table 2.3 List of Comparative Degree in the Statements find in the Novel “*Silas Marner : Weaver of Raveloe*”**

No	Comparative degree	Statement (Chapter/page/line)
1	much better	... the brown water had made Sally Oates <u>much better</u> than all the medicine she got. (C.I/p.6/1.16)  Somewhat <u>better than</u> at the red house. (C.II/p.17/1.5)  His horse began to seem like a <u>better</u> way

		<p>out of his problems. (C.II/p.21/1.12)</p> <p>That plan seemed to him to be <u>better</u> and better. (C.II/p.25/1.11)</p> <p>What could be <u>better than</u> to visit the old fellow (C.II/p.26/1.19)</p> <p>It would be <u>much better</u> if he explained all to his father himself (C.IV/p.42/1.14)</p> <p>He was <u>better off or worse off</u> than he had been before (C.IV/p.46/p.29)</p> <p>... and you'd feel a great deal <u>better</u> (C.IV/p.49/1.27)</p> <p>She had <u>better</u> try to be <u>more polite</u> to the Miss Gunns (C.V/p.53/1.25)</p> <p>Had she know there lanes <u>better</u> (C.V/p.57/1.13)</p> <p>It would be <u>better</u> if she could reach the village first (C.V/p.57/1.21)</p> <p>Everything would soon be <u>better</u> (C.V/p.58/1.5)</p> <p>Everything would soon be <u>better</u> (C.V/p.58/1.5)</p> <p>You'd <u>better</u> leave the child here (C.V/p.63/1.11)</p> <p>I can't be any <u>better than</u> them (C.VII/p.84/1.11)</p> <p>No body could behave <u>better</u> (C.VII/p.88/1.21)</p>
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		<p>There must be some <u>higher</u> reason, she felt they were <u>better</u> without a child. (C.VIII/p.92/1.26-27)</p> <p>There could not be a <u>better</u> fortune (C.VIII/p.94/1.3)</p>
2	More	<p>There was a lot <u>more</u> talk (C.I/p.6/1.18) Silas would say no <u>more</u> than. (C.I/p.11/1.12)</p> <p>In <u>little more</u> than a month from that time, ... (C.I/p.13/1.21)</p> <p>... lending him <u>more than</u> enough (C.II/p.22/1.11)</p> <p>... lending him <u>more than</u> enough (C.II/p.22/1.11)</p> <p>... took a <u>little more</u> brandy (C.II/p.25/1.2)</p> <p>To be certain that in held no <u>more</u> (C.II/p.28/1.6)</p> <p>Hardly <u>more than</u> five minutes (C.II/p.28/1.8)</p> <p>Silas Marner was <u>not more than</u> a hundred yards away. (C.III/p.29/1.2)</p> <p>He tried the hole <u>once more</u> (C.III/p.31/1.6)</p> <p>Everyone wanted to hear <u>more</u> details (C.III/p.39/1.23)</p> <p>Everyone hoped for <u>more</u> news (C.III/p.39/1.24)</p> <p>Godfrey spare no <u>more</u> time. (C.IV/p.40/1.8)</p>

		<p>There were <u>more people</u> in the church that day than a ll the rest of the year (C.IV/p.51/l.19)</p> <p>There was <u>more than</u> a bush (C.V/p.61/l.25)</p> <p>I'd like <u>more than</u> a little garden (C.VII/p.79/l.29)</p> <p>Dolly wanted to think about it all <u>a bit more</u> (C.VII/p.83/l.27)</p> <p>You needn't work <u>more than</u> you want to (C.VII/p.88/l.12)</p>
3	Older	<p>A young man slightly <u>older</u> than himself. (C.I/p.7/l.13)</p> <p>The <u>older</u> ones at any rate (C.II/p.17/l.15)</p> <p>He would not care about the trouble he was causing his <u>older</u> brother. (C.IV/p.43/l.3)</p> <p>... who was five years <u>older than</u> her young sister (C.V/p.53/l.27)</p> <p>They were followed closely by a tall, <u>elderly</u> man and a <u>younger</u> middle-aged woman. (C.VII/p.77/l.7-8)</p> <p>He still look <u>older than</u> his years (C.VII/p.78/l.2)</p> <p>One feels that as one gets <u>older</u> (C.IX/p.114/l.17)</p>

No	Comparative degree	Statement (Chapter/page/line)
4	Earlier	<p>... Several years <u>earlier</u>. (C.I/p.8/1.4)</p> <p>He would finish it <u>earlier</u> than they expected. (C.I/p.14/1.7)</p> <p>Not <u>earlier</u> in the day. (C.III/p.32/1.10)</p> <p>The old Squire had died several years <u>earlier</u>. (C.VII/p.77/1.16)</p> <p>A few years <u>earlier</u> (C.VII/p.82/1.6)</p> <p>If she were to hear the story of his <u>earlier</u> marriage (C.VIII/p.93/1.24)</p>
5	Wiser	<p>He was <u>wiser</u> than everyone else. (C.I/p.8/1.15)</p> <p>He was <u>wiser than</u> she was about many things (C.X/p.118/1.12)</p>
6	younger	<p>The <u>younger</u> member of the chapel. (C.I/p.8/1.26)</p> <p>... How the <u>younger</u> boys would turn out. (C.II/p.17/1.16)</p> <p>Godfrey were to turn out like his <u>younger</u> brother. (C.II/p.18/1.5)</p> <p>Godfrey was speaking angrily to his <u>younger</u> brother. (C.II/p.18/1.27)</p> <p>... left over for his <u>younger</u> brother (C.II/p.23/1.13)</p> <p>He sat waiting for his <u>younger</u> brothers (C.IV/p.42/1.23)</p>

No	Comparative degree	Statement (Chapter/page/line)
7	Longer	<p>He could no <u>longer</u> hear the Deacon's loud breathing. (C.I/p.9/1.4)</p> <p>... he was no <u>longer</u> to be a member ... (C.I/p.11/1.26)</p> <p>He no <u>longer</u> believed that God was just and fair. (C.I/p.13/1.5)</p> <p>Godfrey was no <u>longer</u> the smiling young man. (C.II/p.18/1.15)</p> <p>It might take <u>longer</u> in this weather (C.III/p.30/1.1)</p> <p>Most of his neighbors were no <u>longer</u> quite so afraid. (C.III/p.39/1.12)</p> <p>He could wait no <u>longer</u> (C.IV/p.40/1.5)</p> <p>There was no <u>longer</u> any way out. (C.IV/p.41/1.13)</p> <p>The warm shed <u>longer than</u> she knew (C.V/p.57/1.4)</p> <p>She could no <u>longer</u> feel the hedge brushing her leg and arm. (C.V/p.58/1.10)</p> <p>Weaving <u>longer</u> and <u>longer</u> and keeping him away from other people. (C.VI/p.70/1.28)</p> <p>Silas no <u>longer</u> had a treasure of coins (C.VI/p.76/1.7)</p> <p>I'll keep from you no <u>longer</u> (C.VIII/p.97/1.18)</p>

		<p>Her eyes dropped and no <u>longer</u> met his (C.VIII/p.97/1.24)</p> <p>Who had stayed no <u>longer than</u> all the other visitors (C.IX/p.99/1.14)</p> <p>... her arms could no <u>longer</u> held the child tightly to her (C.V/p.58/1.14)</p>
8	Brighter	<p>It seemed to him they looked <u>brighter</u> then ... (C.I/p.14/1.21)</p>
9	larger, less	<p>... Then to a <u>larger</u> square. He began to spend <u>less</u> and less money on his own wants. (C.I/p.14/1.26)</p> <p>He never thought of them as a sign that it was a day of rest, much <u>less</u> a day of prayer. (C.IV/p. 1. )</p> <p>That was to be shared by no <u>less than</u> six ladies. (C.V/p.53.1.2)</p> <p>As he put on her eardrops in far <u>less than</u> a minute (C.V/p.53/1.15)</p>
10	higher	<p>The level of the gold in the iron pot rose <u>higher</u> with his years of work. (C.I/p.15/1.7)</p> <p>... Just a little <u>higher</u> up the street. (C.II/p.16/1.7)</p> <p>There must be some <u>higher</u> reason, she felt they were <u>better</u> without a child. (C.VIII/p.92/1.26-27)</p>
11	more lonely	<p>... leaving himself <u>more lonely</u> than ever (C.I/p.16/1.3)</p>
12	Smaller	<p>... also rented out <u>smaller</u> farms (C.II/p.16/1.9)</p>

No	Comparative degree	Statement (Chapter/page/line)
13	more excellent	... It looked <u>more excellent</u> at any rate. (C.II/p.17/1.6)
14	Worse	<p>Wildfire might be the <u>worse</u> (C.II/p.21/1.16)</p> <p>The weather was very bad, <u>worse</u> than he had thought. (C.III/p.30/1.9)</p> <p>It's <u>worse</u> than that. (C.IV/p.44/1.16)</p> <p>He was <u>better off or worse off</u> than he had been before (C.IV/p.46/p.29)</p> <p>And it is so much <u>worse</u> for a man to be disappointed in that way. (C.VIII/p.91/1.15)</p> <p>But something <u>worse than this</u> (C.VIII/p.96/1.14)</p> <p>The shame, of course, was <u>worse</u> for him (C.VIII/p.97/1.2)</p> <p>He wondered whether it had been like this when he was a young man, or whether it had got <u>worse</u> (C.X/p.117/1.5)</p>
15	faster	<p>He set out for Batherley at a <u>faster</u> pace. (C.II/p.23/1.20)</p> <p>Silas tried to make his legs go <u>faster</u> (C.III/p.32/1.16)</p> <p>He began walking <u>faster</u> looking for signs (C.X/p.117/1.6)</p>



No	Comparative degree	Statement (Chapter/page/line)
16	Farther/further	<p>He was not very much <u>farther</u> from home than he was from Batherley (C.II/p.25/1.16)</p> <p>... Drinking Mrs. Osgood's spirit and water, <u>further</u> up the street. (C.III/p.32/1.23).</p> <p>She was not sure how much <u>further</u> she had to go (C.V/p.57/1.15)</p> <p>... And <u>further</u> cry of 'mommy' brought no response at all. (C.V/p.58/1.18)</p> <p>... to stop Silas from coming <u>further</u> into the room (C.V/p.62/1.15)</p> <p>... was Dolly's <u>further</u> comment ... (C.VI/p.70/1.16)</p>
17	more carefully	<p>He went <u>more carefully</u> now (C.II/p.26/1.11)</p> <p>A lot of people who listened more and <u>more carefully</u> (C.III/p.35/1.2)</p>
18	more inviting	<p>Nothing could have been <u>more inviting</u> to Dunstan at that moment than the sight of the bright fire. (C.II/p.27/1.3)</p>
19	Nearer	<p>... moved his pork <u>nearer</u> to the centre of the hard. (C.III/p.30/1.15)</p>
20	more heavily	<p>The rain was coming down <u>more heavily</u> now (C.III/p.32/1.8)</p> <p>When the snow had begun to fall <u>more heavily</u> (C.V/p.57/1.2)</p>

No	Comparative degree	Statement (Chapter/page/line)
21	more uncomfortable	Godfrey felt even <u>more uncomfortable</u> (C.IV/p.10-11)
22	more alarmed	... this made Godfrey even <u>more alarmed</u> . (C.IV/p.46/1.15)
23	more slowly	Her feet moved more and <u>more slowly</u> (C.V/p.58/1.5)
24	more closely	... to see amazing sight <u>more closely</u> (C.V/p.60/1.15)  ... learning over to look <u>more closely</u> (C.VI/p.68/1.13)
25	louder	He began crying <u>louder</u> (C.V/p.60/1.25)
26	prettier	The angels in heaven couldn't be <u>prettier</u> (C.VI/p.67/1.6)  There's nothing <u>prettier</u> , when it is all covered in yellow flowers (C.VII/p.86/1.4)
27	closer	He moved his chair <u>closer</u> to Dolly and the baby (C.VI/p.67/1.29).
28	more happily than	... to think that a girl might play <u>more happily than</u> a boy (C.VI/p.69/1.5)
29	more care than	Infinitely <u>more care than</u> he had look after his guineas (C.VI/p.70/1.25)
30	a better child than	She was <u>a better child than</u> usual that morning (C.VI/p.73/1.2)
31	more weaving	There was no <u>more weaving</u> done for the next hour (C.VI/p.74/1.11)

No	Comparative degree	Statement (Chapter/page/line)
32	more important	... The <u>more important</u> people should be allowed to leave the church first. (C.VII/p.77/1.21)
33	sooner	We could get her a bit of a garden all the <u>sooner</u> (C.VII/p.79/1.11)  Everything comes to light, Nancy, <u>sooner or later</u> . (C.VIII/p.97/1.12)
34	easier	It had become <u>easier</u> for him to open (C.VII/p.82/1.20)  <u>Easier</u> said than done (C.VII/p.84/1.26)  It would certainly make it <u>easier</u> to get hold of more stones (C.VII/p.87/1.2)  ... in her power to make things <u>easier</u> for Godfrey (C.VIII/p.92/1.17)  He had thought that this situation would be <u>easier to handle</u> (C.IX/p.103/1.27)  You'd be <u>easier</u> in your mind for the rest of your life. (C.X/p.115/1.33)
35	clearer	Her thoughts became <u>clearer</u> to her (C.VII/p.83/1.29)
36	softer than	... that them above have a much <u>softer</u> heart than the one I've got (C.VII/p.84/1.10)  Her new father had helped to make <u>clearer</u> the life he had in mind. (C.IX/p.107/1.25)

No	Comparative degree	Statement (Chapter/page/line)
37	bigger than	<p>There must be a lot of good and rights <u>bigger than</u> we can know (C.VII/p.84/1.21)</p> <p>The town seemed <u>bigger</u> than Silas remember it. (C.X/p.116/1.9)</p>
38	More helpless	<p>... but Silas would be getting <u>older and more helpless</u> (C.VII/p.88/1.28)</p>
39	more noise than	<p>Making <u>more noise</u> about it <u>than</u> usual (C.VIII/p.94/1.28)</p>
40	later than	<p>Certainly it was <u>later than</u> she had thought (C.VIII/p.95/1.8)</p> <p>Everything comes to light, Nancy, <u>sooner or later</u>. (C.VIII/p.97/1.12)</p>
41	more calmly	<p>She waited <u>more calmly</u> to hear the rest (C.VIII/p.96/1.14)</p>
42	more terrible	<p>Something <u>more terrible</u> to come (C.VIII/p.97/1.18)</p>
43	happier	<p>You'd have been <u>happier</u> with me (C.VIII/p.98/1.13)</p> <p>I think no body could be <u>happier than</u> we are (C.X/p.118/1.23)</p>
44	more fit than	<p>She's <u>more fit</u> for that <u>than</u> for the rough life she might come to have. (C.IX/p.104/1.4)</p>
45	more taken up than	<p>Being <u>more taken up</u> with her father's feeling <u>than</u> those of the visitors (C.IX/p.104/1.28).</p>
46	closer than	<p>But I can't leave my father, nor be <u>closer</u> to anyone <u>than</u> him (C.IX/p.104/1.31)</p>

No	Comparative degree	Statement (Chapter/page/line)
47	more reasonably	I do think you might look at <u>more reasonably</u> , Marner. (C.IX/p.106/l.25)
48	more clearly	Perhaps, his point should be made <u>more clearly</u> (C.IX/p.107/l.10)
49	colder than	She spoke in a <u>colder</u> tone <u>than</u> before (C.IX/p.108/l.24)
50	far more than	They are very great. <u>Far more than</u> I want (C.IX/p.108/l.28)
51	nicer than	How much <u>nicer</u> it was in this part of the world <u>than</u> in the awful town her father came from (C.X/p.115/l.23)
52	larger than	Eppie had got a much <u>larger</u> garden <u>than</u> she expected (C.X/p.118/l.16)

### 3. Superlative Degree

Superlative degree is used regularly in comparing two or more things. It is used to state that one thing or person has the greatest or the best quality than others.

In Silas Marner novel, form of superlative degree in irregular adjective is only: Best, worst, least.

Superlative degree which comes from more than one syllable adjective or adverb, it is usually added by *most/least*, like: The most extreme, the most dreadful, the most important, etc

For more detail of superlative degree form that is occurred in novel “Silas Marner: Weaver of Raveloe”, here is the list:

**Table 2.4 List of Superlative Degree in the Statements find in the Novel “Silas Marner : Weaver of Raveloe”**

No	Superlative degree	Statement (Chapter/page/line)
1	Best	<p>It was <u>best</u> to keep well away from him (C.I/p.7/1.2)</p> <p>It is <u>best</u> to hide your sin no longer (C.I/p.11/1.4)</p> <p><u>The best</u> horse I have ever had (C.II/p.21/1.16)</p> <p>He was seated in <u>the best</u> parlour (C.III/p.37/1.16)</p> <p>Silas was not <u>the best</u> at explaining himself. (C.VII/p.82/1.23)</p> <p>She’ll want <u>the best</u> for you (C.VII/p.89/1.5)</p> <p>She’ll want <u>the best</u> for you (C.VII/p.89/1.5)</p> <p>Godfrey is <u>the best</u> of husbands (C.VII/p.90/1.19)</p> <p>Weaver was inclined to think that the weaves would, or course, want <u>the best</u> for the child. (C.VIII/p.94/1.1)</p> <p>There could not be a batter fortune for any child, that that of belonging to <u>the best</u> family in Raveloe. (C.VIII/p.94/1.4)</p> <p>“And you’ll have <u>the best</u> of mother in my life” (C.IX/p.108/1.19)</p> <p>“You could have everything of <u>the best</u>, you know” (C.IX/p.109/1.4)</p> <p>We’ll just have to do our <u>best</u> (C.IX/p.111/1.5)</p>

No	Superlative degree	Statement (Chapter/page/line)
2	smallest	The very <u>smallest</u> of the silver coins (C.I/p.15/1.4)
3	most important	Squire Cass was the <u>most important</u> man in the village of Raveloe. (C.II/p.16/1.1)
4	Eldest/oldest	<p>Master Godfrey, being the <u>eldest</u> son, would own the farm and the lands some day. (C.II.p.18/1.6)</p> <p>He, <u>the eldest</u> son, would be thrown out of his home (C.IV/p.41/1.15)</p> <p>His father were allowed to think that his <u>eldest</u> son had done something. (C.IV/p.42/1.8)</p> <p>She would walk in, wearing her <u>oldest</u> rags (C.V/p.56/1.13)</p> <p>She would present herself and her baby as the wife and child of the Squire's <u>eldest</u> son. (C.V/p.56/1.16)</p>
5	at least	<p>There was <u>at least</u> a hope (C.II./p.21/1.7)</p> <p>At the very <u>least</u>, he could lend a lantern (C.II/p.26/1.21)</p>
6	the latest	Godfrey, like everyone else that morning, was busy hearing <u>the latest</u> news (C.III/p.37/1.1)
7	the greatest	<p>Finding the <u>greatest</u> of fun (C.V/p.61/1.13)</p> <p>This, as Silas saw it, was nothing but <u>the greatest</u> nonsense. (C.IX/p.106/1.31)</p>
8	the strangest	He suddenly saw <u>the strangest</u> sight (C.V/p.62/1.7)

No	Superlative degree	Statement (Chapter/page/line)
9	fondest	“See, there!” said Dolly, “She’s <u>fondest</u> of you”. (C.VI/p.68/1.17)
10	the most extreme importance	The moment to bring up something that was of <u>the most extreme importance</u> . (C.VI/p.69.1.17)
11	youngest	She herself had never been very good about smacking her <u>youngest</u> son (C.VI/p.71/1.29)
12	the most	Although Godfrey and Nancy were still <u>the most</u> important people in the village. (C.VII/p.77/1.18)
13	the worst	He had come to <u>the worst</u> parts of his sad story. (C.VII/p.82/1.26)
14	Nearest	Her knowledge of Mrs. Winthrop, who was her <u>nearest</u> friend. (C.VII/p.85/1.13)
15	The prettiest	Se was <u>the prettiest</u> girl in the Parish (C.VIII/p.93/1.19)
16	The most dreadful	For it was immediately clear that Godfrey had <u>the most dreadful</u> shock. (C.VIII/p.95/1.15)
17	Care most	But I <u>care most</u> about the shock it will be to you (C.VIII/p.96/1.5)
18	The strongest	“But, I’ve a claim on you Eppie, <u>the strongest</u> of all claims”. (C.IX/p.106/1.3)
19	The most suitable time	People in Raveloe thought was <u>the most suitable time</u> for a wedding (C.X/p.112/1.2)



After observing the novel “Silas Marner : Weaver of Raveloe”, the writer finds that there are about 226 statements in the form of Degree of Comparison that George Eliot had used in order to tell the story. All of these words are used in narration or even statements / dialogues of the characters.

The most used type of degree of comparison in the novel is comparative degree form that is occurred in 147 statements, positive degree is 42 statements and superlative degree is 37 statements.

## CHAPTER V

### CLOSURE

#### A. Conclusion

Novel “Silas Marner : Weaver of Raveloe” generally is a story about family love and hope, it also explores the issues of redemption love, the nation of community, the role of religion, and the status of the gentry and family. There are about 36 characters in the story and Silas Marner with the Cass’s family as the main characters.

Since the object of this research is degree of comparison, the writer finds that George Eliot uses many words of degree of comparison in strengthen the narration and also dialogues. There are 226 words which divided into 42 words of positive degree, 147 words of comparative degree, and 37 words of superlative degree. Among all of three types of degree of comparison, this novel contains comparative degree as type of degree of comparison, which is used the most.

So, it can be concluded that novel “Silas Marner : Weaver of Raveloe” which is written by a famous woman author of Victorian Era, George Eliot has made an extraordinary story within a simple theme such as family, love and hope.

It also contains many characters which are describes very brief in a simple language structure. One of them is a degree of comparison which divided into three types: positive degree, comparative degree, and superlative degree. And in this novel, the most used type of degree of comparison is comparative degree.

## **B. Suggestion**

After finishing this research paper, writer has found many things can be learn from reading novel and observing the content, that's why writer need to recommend some points:

1. As a student especially majoring in English, it is highly recommend to read as many English version book as possible, it can increase our vocabulary and improving our skill like speaking.
2. After reading, get used to find some advantages or values that we can take and apply to our own lives.
3. Be familiar with English grammar use it in daily speaking so hopefully we will be a natural speaker of English.

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**TRANSLATERY OF ARABIC**

No	Page	Surah	Verse	Translation
1	1	Ar-Rum	22	And among his signs is the creation of the heavens and the earth and the variations in your languages and your colors, verily in that are signs for those who know
2	2	Al - Mujaadilah	11	"Allah will raise up to (suitable) ranks (and degrees), those of you who believe and who have been granted knowledge. And Allah is well acquainted with all ye do"
3	26	Al - Imron	191	Men who celebrate the praises of God, standing, sitting, and laying down on their sides, and contemplate the (wonders of) creations in the Heavens and Earth (with the thought): "Our Lord! Not far naught has thou create (all) this! Glory to thee! Give us salvation from the penalty of the fire".

## CURRICULUM VITAE

1. Name : IKRIMAH SURAYA
2. Place of Birth / Date : Martapura, 12 Juni 1984
3. Religion : Islam
4. Nationality : Indonesia
5. Marital Status : Single
6. Address : Jl. Kampung Melayu Darat Gg. 4 RT. 07  
No. 17 Banjarmasin 70232
7. Education :
  - a. SDN Melayu 11 Banjarmasin  
Graduated in 1996
  - b. SLTP Darul Hijrah Putri
  - c. SLTP SMIP 1946 Banjarmasin  
Graduated in 2001
  - d. MAN 1 Banjarmasin  
Graduated in 2004
  - e. S1 English Department Tarbiyah Faculty  
IAIN Antasari Banjarmasin, since 2004 /  
2005
8. Parents :
  - a. Mother's name : Hj. Siti Fatimah  
Occupation : Running a private store  
Address : Jl. Kampung Melayu Darat Gg. 4 RT. 07  
No. 17 Banjarmasin 70232
  - b. Father's name : Sarbaini  
Occupation : -  
Address : -  
1 sister
  - c. Sibling :

